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ABSTRACT

This document is the first in a 3-part collection titled "Teaching English Language Arts (ELA) to Francophone Program Students" to be used primarily by ELA teachers in their efforts to ensure that francophone program students build on their established French language skills when learning English. It is designed to show that a strong correlation exists between learning outcomes outlined in the Francais and ELA programs of study and to indicate which specific learning outcomes (SLOs) in the ELA program of studies have corresponding SLOs in the Francais program of study. Part 1 provides the user with the 1998 Alberta Learning ELA program of studies. Part 2 consists of an English translation/version of all the SLOs included in the 1998 Alberta Learning Francais program by grade level. (AS)

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Teaching English Language Arts to Francophone Program Students

Grades 3 to 9

ED 471 059

Bridging the Français and English Language Arts (ELA) Programs of Study

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This publication is for:

Students	
Teachers	✓
Consultants	✓
Administrators (principals, superintendents)	
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General Public	
Others	

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Introduction

Bridging the Français and English Language Arts (ELA) Programs of Study is the first in a three-part collection entitled *Teaching English Language Arts to Francophone Program Students (Grades 3 to 9)* that consists of the following:

- *Bridging the Français and English Language Arts (ELA) Programs of Study;*
- *A Guide to Tranfers and Interference*; and
- *Teaching English to Francophone Program Students: Pedagogical Considerations.*

Alberta Learning has developed this collection specifically for individuals, namely teachers, involved with English language teaching to francophone program students. ELA teachers are the bridge between francophone program students' established French language skills and their formal English language learning experiences. It follows that francophone program students' growth as English language learners is greatly influenced by the pedagogical decisions of the ELA teacher. ELA teachers must ensure that francophone program students build upon their established French language skills when learning English. The documents in this collection are designed to support teachers in doing this by:

- showing the strong correlation that exists between learning outcomes outlined in the Français and ELA programs of study;
- presenting ways to help students make the most of the opportunities to transfer their skills, while minimizing the interference that is bound to occur; and
- providing a new perspective on teaching English language arts, a perspective that takes into account the aspirations of the language community of francophone program students and current knowledge regarding how language is learned in an environment where English is the dominant language.

Purpose of Document

The purpose of this document is to:

1. illustrate that a strong correlation exists between learning outcomes outlined in the Français and ELA programs of study; and
2. indicate which specific learning outcomes (SLO's) in ELA program of studies have corresponding SLO's in the Français program of study.

Organization of Program

This is a two-part document.

The **first part** provides the user with the 1998 Alberta Learning ELA program of studies. Highlighted changes illustrate whether a SLO link has been found in the 1998 Alberta Learning Français program and the grade level and learning strand in which the matching SLO appears.

The **second part** consists of an English translation/version of all the specific learning outcomes included in the 1998 Alberta Learning Français program, by grade level.

Method

The following method was used to construct this document.

- All SLO's in the French program of studies were numbered 1 – in the order in which they appear in the document.
- Each SLO in the French program of studies was translated to English.
- Translated SLO'S were grouped together by grade level and learning strand.
- Each SLO in the English program of studies was analysed, then an attempt was made to link each English SLO to a corresponding SLO in the Français program.
- The results of this are illustrated in a **modified version of the ELA program of studies**.

Result

The ELA program of studies was modified to illustrate the specific matches.

1. If a corresponding SLO was not found in the Français program, the English SLO appears in bold italic type with a "dot" bullet (•).

2. If a corresponding SLO was found in Français program at or before the same grade it appears in the English program, the SLO is designated in regular type with a check mark (✔) bullet. The number and strand of the corresponding French SLO appears in bold type.

3. If a corresponding SLO was found in the Français program after the grade level it appears in the English program, the SLO is designated in bold italic type with an arrow (➔). The number and strand of the corresponding French SLO appears at the bottom in bold type.

4. If a SLO in the Français program was deemed to be a partial yet significant match, the number and strand of that SLO appear with the text of the English SLO, beside the element of the SLO to which it corresponds.

Due to the unique nature of the programs of studies, identical wording of learning outcomes is rare. However, there are a number of links, both tight and loose, tying them together. A SLO in the Français program of studies is considered a match if the learning outcome expected carries a similar intent, partial or complete.

The following codes were used to designate learning strands:

C – culture
L – listening
S – speaking
R – reading
W – writing

6

The following codes were used to designate grade levels:

K – Kindergarten
1 – grade one
Etc.

The corresponding SLO information S1 (135) indicates that a matching SLO was found in the Français program of studies. This SLO can be read by referring to SLO 135, located in the speaking section of the translated Grade 1 SLO's.

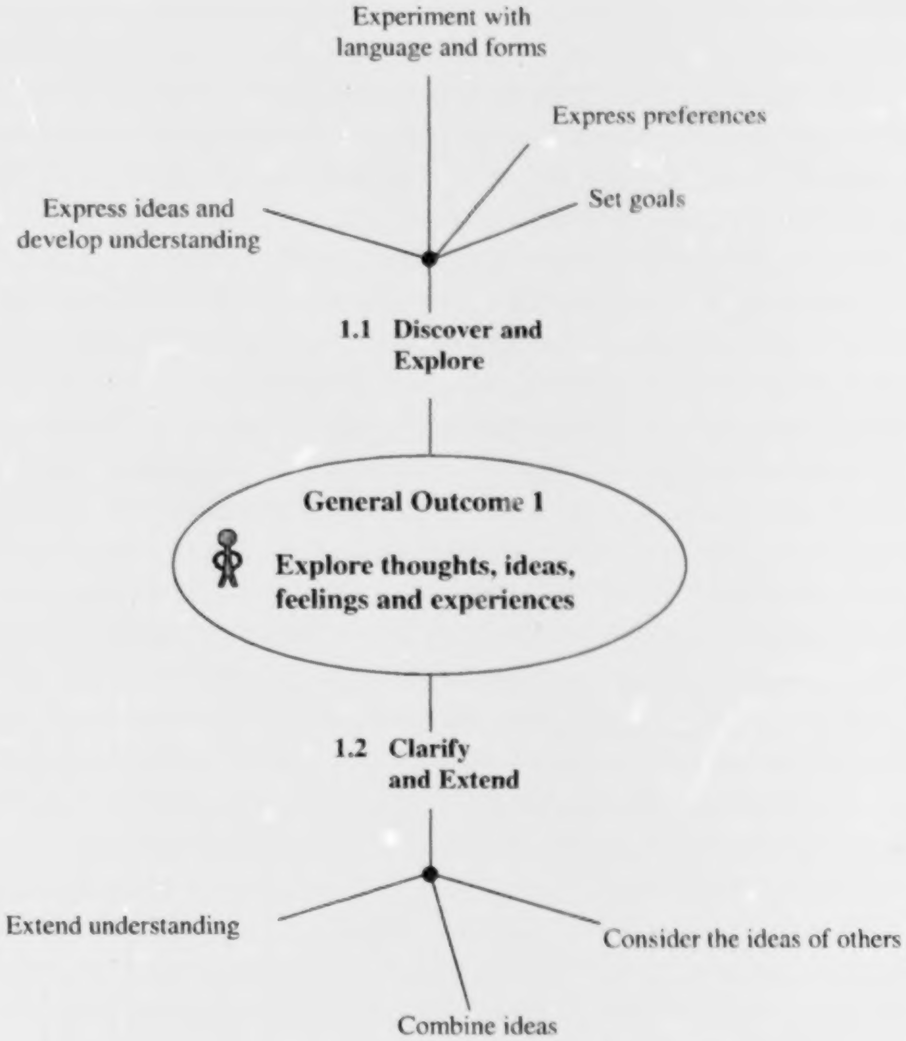
Ways to Use the Document

Teachers may use this document in a number of ways. They may want to:

- focus instruction/teaching-learning activities on bullets where either no match is found or where a matching SLO occurs in the Français program at a higher grade level than in the ELA program, when developing long-term plans;
- elicit students, prior knowledge of a corresponding SLO from Français, when working on a matching SLO in ELA;
- or collaborate with Français teachers to determine exactly what students have done in the Français class with respect to a SLO, when it is matched at the same grade level in Français.

PART ONE

English Language Arts General Outcomes (K to 9)


Experiment with language and forms
Express preferences
Express ideas and develop understanding
Set goals
1.1 Discover and Explore
General Outcome 1
Explore thoughts, ideas, feelings and experiences
1.2 Clarify and Extend
Extend understanding
Consider the ideas of others
Combine ideas

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. Students use exploratory language to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language enables students to discover and understand what they think and who they are. It also helps them reflect on themselves as language learners and language users. In addition, it helps them establish and maintain relationships.

Exploratory language is often oral. Through talk and conversation, students make observations, ask questions, hypothesize, make predictions and form opinions. Exploratory talk is often spontaneous. Sometimes students discover what they think at the point of utterance. Exploratory writing also helps students clarify their thinking. When students can see their ideas, thoughts, feelings and experiences in writing, they can reconsider, revise and elaborate on them in thoughtful ways. Representing is also used to explore ideas and interrelationships in diagrams, thought webs, charts and other visual media. Exploratory listening, reading and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions.

As students progress through the grades, they develop the ability to use exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance students' comprehension by focusing their prior knowledge and experiences before reading, listening, and viewing, and subsequently help them understand and manage information. Students use exploratory language when analyzing, evaluating and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.

> It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

1.1 Discover and Explore

Kindergarten	Grade 1	Grade 2	Grade 3
Express ideas and develop understanding			
→ ***share personal experiences prompted by oral, print and other media texts*** **S1(135), R1(409, 410)** ✔ talk about ideas, experiences and familiar events **SK(195)**	✔ share personal experiences that are clearly related to oral, print and other media texts **S1(135), R1(409, 410)** → ***talk with others about something recently learned*** **L2(109), R2(381)** ✔ make observations about activities, experiences and oral, print and other media texts **L1(47, 124, 135), S1(196, 266), R1(296, 360)**	✔ contribute relevant ideas and information from personal experiences to group language activities **S1(135), R1(410), R2(381)** ✔ talk about how new ideas and information have changed previous understanding **L2(109), R2(381)** ✔ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts **L2(109, 136), S2(177, 275, 276), R2(381)**	✔ connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts **C3(4), L3(64, 109), R3(320, 383, 411)** ✔ explain understanding of new concepts in own words **S3(267), R3(361, 383)** ✔ explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts **L2(78), R2(318)**
Experiment with language and forms			
✔ talk and represent to explore, express and share stories, ideas and experiences **CK(1, 27), SK(195, 266) WK(615, 650)**	✔ experiment with different ways of exploring and developing stories, ideas and experiences **S1(209, 266, 281) W1(426, 601, 651)**	• ***use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information***	→ ***choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others*** **S4(213)**
Express preferences			
→ ***talk about favourite oral, print and other media texts*** **C2(3)**	✔ express preferences for a variety of oral, print and other media texts **C1(2)**	✔ explain why particular oral, print or other media texts are personal favourites **C2(3)**	✔ choose and share a variety of oral, print and other media texts in areas of particular interest **C1(2), C2(3)**
Set goals			
→ ***talk about reading and writing stories*** **W1(601)**	✔ choose to read and write for and with others **C1(2)**	✔ recognize and talk about developing abilities as readers, writers and illustrators **L2(87), W2(602)**	• ***discuss areas of personal accomplishment as readers, writers and illustrators***

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 4	Grade 5	Grade 6
Express ideas and develop understanding		
✔ compare new ideas, information and experiences to prior knowledge and experiences **L4(88, 144), R4(412)**	✔ use appropriate prior knowledge and experiences to make sense of new ideas and information **R5(302)**	✔ use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests **R6(303)**
➜ ***ask questions, paraphrase and discuss to explore ideas and understand new concepts*** **L5(49)**	✔ read, write, represent and talk to explore personal understandings of new ideas and information **L5(49, 79, 137, 152), R5(301, 385, 413)**	✔ read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts **C6(9, 10), L6(44, 59, 111), R6(293)**
✔ share personal responses to explore and develop understanding of oral, print and other media texts **R4(412)**	✔ use own experiences as a basis for exploring and expressing opinions and understanding **L5(137, 277), R5(385, 413)**	✔ engage in exploratory communication to share personal responses and develop own interpretations **C6(9, 10), L6(111, 118, 145, 201), R6(386, 398, 414, 422), W6(460)**
Experiment with language and forms		
• ***discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts***	• ***select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics***	• ***experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences***
Express preferences		
• ***select preferred forms from a variety of oral, print and other media texts***	➜ ***select and explain preferences for particular forms of oral, print and other media texts*** **C7(11)**	• ***assess a variety of oral, print and other media texts, and discuss preferences for particular forms***
Set goals		
• ***identify areas of personal accomplishment and areas for enhancement in language learning and use***	• ***reflect on areas of personal accomplishment, and set personal goals to improve language learning and use***	✔ assess personal language use, and revise personal goals to enhance language learning and use **S6(162)**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 7	Grade 8	Grade 9
Express ideas and develop understanding		
➜ ***extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes indirectly/partially linked*** **L9(73, 140, 232), R9(342)**	✔ revise understanding and expression of ideas by connecting new and prior knowledge and experiences **L8(68), R8(335, 339), L9(73, 140, 232), R9(342, 417)**	✔ talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view **L9(104, 120, 140, 204, 271), W9(441, 609, 637, 638)**
✔ express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts **S7(202), L8(119, 139), R8(416), L9(417), S9(232, 271), W9(637)**	➜ ***review, reread and reflect on oral, print and other media texts to explore, confirm or revise understanding*** **L9(81)**	✔ explore and explain how interactions with others and with oral, print and other media texts affect personal understandings **W9(441)**
➜ ***reflect on own observations and experiences to understand and develop oral, print and other media texts*** **L9(73, 140), S9(120, 204, 271), R9(417), W9(637)**	➜ ***seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences*** **L9(232), W9(441, 483, 609)**	• ***extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts***
Experiment with language and forms		
✔ discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding **L7(51, 52, 71, 113), S7(217), W7(437, 438), R8 (401, 422), L9(55), R9(376)**	✔ discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences **L8(119, 146), R8(374), S9 (222, 231, 232, 244), R9(387)**	✔ develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts **W9(441)**
Express preferences		
✔ explore and assess oral, print and other media texts recommended by others **C7(12)**	✔ pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers **C7(36), C8 (37)**	✔ explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers **C7(11, 12), C8(13)**
Set goals		
✔ use appropriate terminology to discuss developing abilities in personal language learning and use **W7(471)**	✔ examine and reflect on own growth in effective use of language to revise and extend personal goals **W8(608), L9(90), W9(609, 610)**	✔ reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals **W8(608), L9(90), W9(609, 610)**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

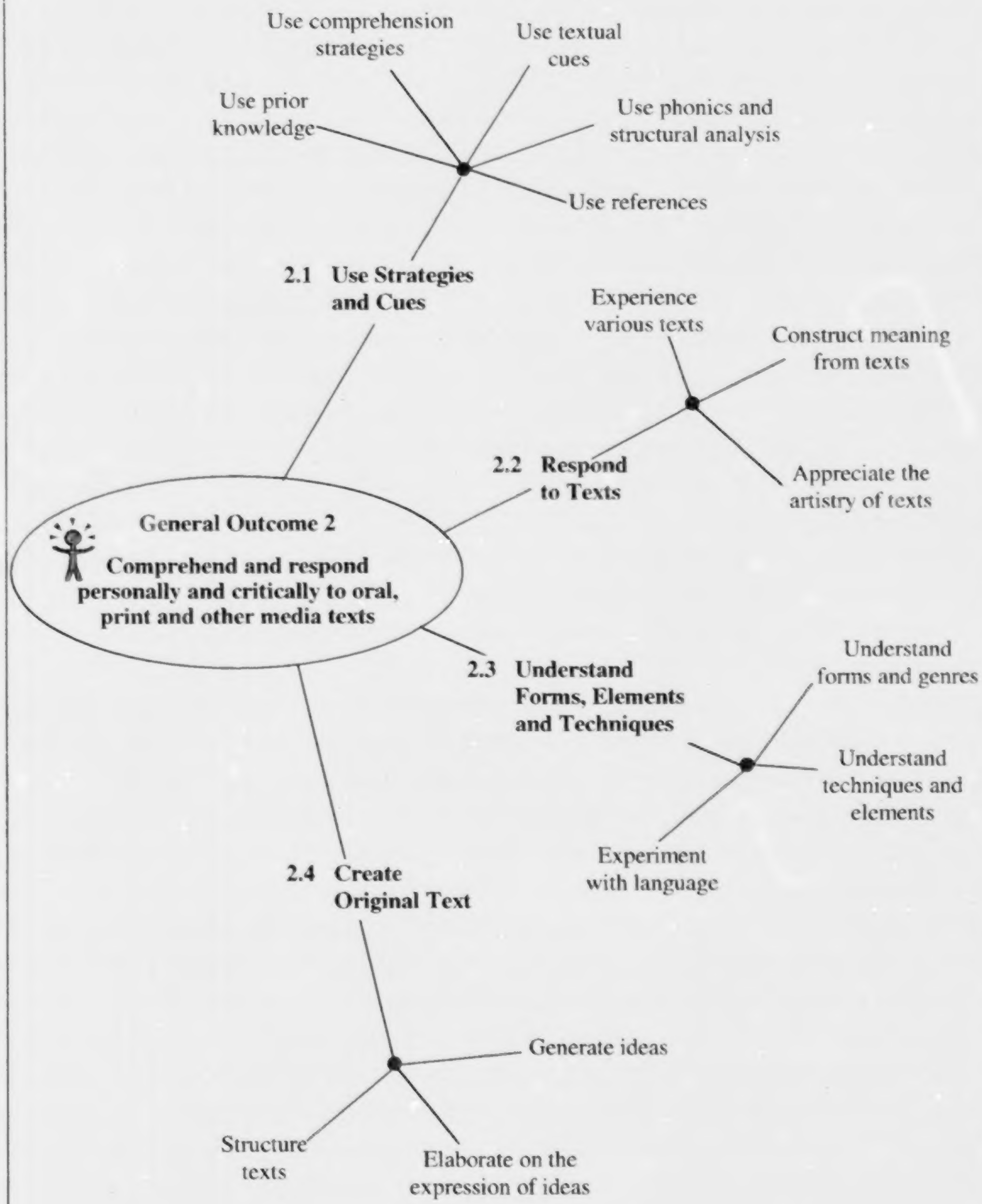
Kindergarten	Grade 1	Grade 2	Grade 3
Consider others' ideas			
✔ listen to experiences and feelings shared by others **LK(45)**	✔ listen and respond appropriately to experiences and feelings shared by others **L1(63, 148, 149)**	✔ connect own ideas and experiences with those shared by others **L2(109, 136), R2(381, 411)**	✔ ask for others' ideas and observations to explore and clarify personal understanding **L2(78), S2(150), R2(318), W3(478)**
Combine ideas			
➜ ***connect related ideas and information*** **L1(135)**	• ***group ideas and information into categories determined by an adult***	✔ record ideas and information in ways that make sense **S2(210), W2(427)**	✔ experiment with arranging and recording ideas and information in a variety of ways **W2(427)**
Extend understanding			
✔ express interest in new ideas and experiences **CK(1)**	➜ ***ask questions to get additional ideas and information on topics of interest*** **L2(78), S2(150), R2(318)**	✔ find more information about new ideas and topics **L2(78), S2(150), R2(318)**	✔ ask questions to clarify information and ensure understanding **L2(78), S2(150), R2(318)**

1.2 Clarify and Extend

Grade 4	Grade 5	Grade 6
Consider others' ideas		
• *identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts*	✔ seek others' viewpoints to build on personal responses and understanding **W4(477), S5(214), W5(433)**	✔ select from others' ideas and observations to expand personal understanding **W6(460)**
Combine ideas		
➜ *use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences* **R6(305, 333, 368), W6(459)**	➜ *use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts* **R6(305, 333, 368), W6(459)**	✔ use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding **R6(305, 333, 368), W6(459)**
Extend understanding		
• *explore ways to find additional ideas and information to extend understanding*	➜ *search for further ideas and information from others and from oral, print and other media texts to extend understanding* **W6(460)**	• *evaluate the usefulness of new ideas, techniques and texts in terms of current understanding*

1.2 *Clarify and Extend*

Grade 7	Grade 8	Grade 9
Consider others' ideas		
✔ listen and respond constructively to alternative ideas or opinions **L5(154), L6(162), L8(80)**	• ***acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and perspectives***	• ***integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts***
Combine ideas		
✔ use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences **S7(113, 202, 219, 245), R8(307, 340), L9(81)**	• ***exchange ideas and opinions to clarify understanding and to broaden personal perspectives***	✔ examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships **W9(441)**
Extend understanding		
✔ talk with others to elaborate ideas, and ask specific questions to seek helpful feedback **S6(118, 201), W6(460), L8(119, 146), S8(203), S9(120, 204, 232)**	✔ reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others **W6(460)**	✔ assess whether new information extends understanding by considering diverse opinions and exploring ambiguities **W9(441, 483)**


Use comprehension strategies
Use textual cues
Use prior knowledge
Use phonics and structural analysis
Use references
2.1 Use Strategies and Cues
Experience various texts
Construct meaning from texts
2.2 Respond to Texts
Appreciate the artistry of texts
General Outcome 2
Comprehend and respond personally and critically to oral, print and other media texts
2.3 Understand Forms, Elements and Techniques
Understand forms and genres
Understand techniques and elements
Experiment with language
2.4 Create Original Text
Generate ideas
Structure texts
Elaborate on the expression of ideas

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students use a variety of strategies and cueing systems as they interact with oral, print and other media texts. They preview, ask questions and set purposes. Students attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. As they interact with texts, students respond by reflecting, creating, analyzing, synthesizing and evaluating. Successful learners adapt these strategies as they construct meaning from a variety of oral, print and other media texts.

Making meaning of oral, print and other media texts is fundamental to the English language arts. Through these texts, students experience a variety of situations, people, and cultures, and learn about themselves. Oral, print and other media texts allow for multiple interpretations. Students can respond personally to texts, by relating them to their prior knowledge, to their feelings and experiences, and to other texts. Through personal response, students explore and form values and beliefs. They respond critically to texts, by making interpretations and evaluating ideas, forms and techniques.

Students enhance their comprehension of and response to oral, print and other media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen students' understanding and evaluation of texts. Their appreciation of literary texts provides students with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, print and other media texts provides students with new insights.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

2.1 Use Strategies and Cues

Kindergarten	Grade 1	Grade 2	Grade 3
Use prior knowledge			
✔ connect oral language with print and pictures **LK(46, 60), SK(265)** ✔ understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed **LK(46, 60, 123), SK(265), RK(294, 314, 358, 390)** ✔ expect print and pictures to have meaning and to be related to each other in print and other media texts **LK(46, 60), RK(294, 314, 390)** ✔ understand that print and books are organized in predictable ways **RK(294)**	➜ ***use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts*** **C3(4), L3(64, 109), R3(320, 383, 411)** ✔ use knowledge of pictures, letters **WK(451)**, words, sentences, predictable patterns and rhymes to construct and confirm meaning **R1(296, 360, 391), W1(452)** ✔ use knowledge of print, pictures, book covers and title pages to construct and confirm meaning **R1(296, 316, 360, 391), W1(452)**	➜ ***connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning*** **C3(4), L3(64, 110), R3(320, 383, 411), W3(455)** ✔ use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning **R1(296)**	✔ share ideas developed through interests, experiences and discussion that are related to new ideas and information **R3(320, 383)** • ***identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized and use them to construct and confirm meaning***
Use comprehension strategies			
✔ begin to use language prediction skills when stories are read aloud **LK(46)** • ***ask questions and make comments during listening and reading activities*** ✔ recall events and characters in familiar stories read aloud by others **LK(123)** • ***read own first name, environmental print and symbols, words that have personal significance and some words in texts***	➜ ***use language prediction skills to identify unknown words within the context of a sentence*** **R3(319, 320)** ✔ use a variety of strategies, such as making predictions, rereading and reading on **L1(47), R1(296)** ✔ talk about print or other media texts previously read or viewed **L1(135)** ✔ identify the main idea or topic of simple narrative and expository texts **L1(124, 143), R1(360, 391)**	✔ use knowledge of oral language to predict words when reading stories and poems **R2(420), R3(319)** ✔ apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions **L2(48, 78), S2(150), R2(298, 318), R3(393)** ✔ identify the main idea or topic and supporting details of simple narrative and expository texts **L2(95), S2(125), R2(361, 381, 391)**	✔ use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials **R3(319)** ✔ apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions **R3(356)** ✔ identify the main idea or topic and supporting details in simple narrative and expository passages **L2(95), R2(361, 381, 391), L3(96, 125), R3(393)**

(Cont'd on pp. 19 and 22)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues*

Grade 4	Grade 5	Grade 6
Use prior knowledge		
✔ use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information **L4(88, 144), R4(299, 324, 412)**	✔ describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information **S4(88)**	✔ combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information **L6(44), S6(208), R6(293), W6(425)**
✔ explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning **L4(70, 116), R4(298, 324, 363, 384), W4(431, 489)**	✔ use knowledge of organizational structures, such as tables of contents, indices L4(66), topic sentences and headings, to locate information and to construct and confirm meaning **L4(66), R4(298, 363), R6(303)**	✔ apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning **R6(306, 327), W6(436, 459)**
Use comprehension strategies		
✔ preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate **R4(298, 300)**	➜ ***preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts*** **R7(310)**	✔ identify, and explain in own words, the interrelationship of the main ideas and supporting details **R5(330)**
✔ comprehend new ideas and information by responding personally and discussing ideas with others **R4(412)**	➜ ***comprehend new ideas and information by responding personally, taking notes and discussing ideas with others*** **C6(9, 10), L6(111, 118, 145), S6(201), R6(305, 333, 368, 386, 414), W6(436, 459, 460)**	➜ ***preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading*** **R7(310)**
• ***extend sight vocabulary to include words frequently used in other subject areas***	➜ ***use the meanings of familiar words to predict the meanings of unfamiliar words in context*** **R6(335)**	✔ use definitions provided in context to identify the meanings of unfamiliar words **L6(59), R6(335)**
✔ monitor understanding by confirming or revising inferences and predictions based on information in text **R4(321)**	✔ monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources **R5(332, 333, 385)**	✔ monitor understanding by evaluating new ideas and information in relation to known ideas and information **L6(44, 59), S6(155, 208), R6(293), W6(425)**

(Cont'd on pp. 20 and 23)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues*

Grade 7	Grade 8	Grade 9
Use prior knowledge		
✓ select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information **L7(51, 71), R7(329)**	✓ use strategies to supplement and extend prior knowledge and experience when interpreting new ideas and information **L8(68), R8(339)**	• ***discuss how interpretations of the same text might vary, according to the prior knowledge and experience of various readers***
✓ use expectations and preferences developed during previous reading experiences to select and read new texts with purpose **C7(11)**	✓ use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences **L7(51), R8(341, 350)**	✓ use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts **L9(73, 140), R9(311, 342)**
Use comprehension strategies		
• ***identify, connect and summarize in own words the main ideas from two or more sources on the same topic***	✓ enhance understanding by paraphrasing main ideas and supporting details and by rereading and discussing relevant passages **R7(337, 370), L8(102), R8(372)**	✓ identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text **L9(103)**
✓ use concept mapping and mental rehearsal to remember main ideas and relevant details **L7(101), S7(219, 245)**	✓ monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension **R7(310), R8(338)**	• ***select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences***
✓ adjust reading rate and strategies to account for changes in structural features of texts and complexity of content **R7(310)**	✓ take notes, make outlines and use strategies such as read, recite, review to comprehend and remember ideas and information **L7 (101), S7(219, 245), R8(307, 340)**	✓ preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading **R7(310, 336)**

(Cont'd on pp. 21 and 24)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues (continued)*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Use comprehension strategies (continued)			
	• ***identify by sight some familiar words from favourite print texts*** • ***identify high frequency words by*** **sight** ➜ ***read aloud with some fluency and accuracy, after rehearsal*** **S2(284)** ➜ ***self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge*** **R3(319)**	• ***identify by sight an increasing number of high frequency words and familiar words from favourite books*** ✔ read aloud with fluency, accuracy and expression **S2(284)** ➜ ***figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge*** **R3(319)**	• ***extend sight vocabulary to include predictable phrases, and words related to language use*** • ***read silently with increasing fluency and accuracy*** ✔ monitor and confirm meaning by rereading when necessary and by applying knowledge of semantic, syntactic and graphophonic cueing systems **R3(319)**
Use textual cues			
• ***attend to print cues when stories are read aloud*** • ***begin to identify some individual words in texts that have been read aloud***	✔ preview book cover, pictures and location of text to assist with constructing and confirming meaning **L1(47, 124), R1(296, 316)** • ***use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading***	✔ preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning **L1(47, 124), R1(296, 316)** ➜ ***use predictable phrases and sentence patterns*** **R3(319)**, ***and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading "sentence patterns".***	• ***use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning*** • ***attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading***

(Cont'd on p. 22)

2.1 Use Strategies and Cues *(continued)*

Use textual cues

Grade 4	Grade 5	Grade 6
✔ use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information **L4(54, 66), R4(298, 363)**	✔ use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information **L4(116), S4(220), R4(298, 363, 384)**	✔ use text features, such as charts **R6(306), W6(436)** graphs **R6(333), W6(431)** and dictionaries **R4(477, 579, 580), W5(581), W6(582)** to enhance understanding of ideas and information
✔ distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information **L4(70), R4(298, 324, 363, 396), W4(489)**	➜ ***identify and use the structural elements of texts*** **R6(306)*****, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information***	

(Cont'd on p. 23)

2.1 Use Strategies and Cues *(continued)*

Use textual cues

Grade 7	Grade 8	Grade 9
✔ identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information **L7(52, 71, 113), S7(183, 257), R7(329), W7(438)**	✔ identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently **L7(52, 71, 113), S7(183, 257), R7(329), W7(438)**	✔ use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently **L7(52, 71), R7(329), S7(183, 257)**
✔ identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose **R7(329)**	✔ identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life **L7(52, 71)**	✔ analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication **L7(52, 71)**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues* (continued)

Kindergarten	Grade 1	Grade 2	Grade 3
Use phonics and structural analysis			
✔ begin to make connections among sounds, letters, words, pictures and meaning **LK(46, 60, 265), RK(294, 358, 390), WK(451, 615, 616, 650)** ✔ identify and generate rhyming words in oral language **CK(1)** ✔ hear and identify sounds in words **WK(451)** ✔ associate sounds with consonants that appear at the beginning of personally significant words **WK(451)**	➜ ***segment and blend sounds in words spoken or heard*** **R3(319)** ➜ ***use phonic knowledge and skills to read unfamiliar words in context*** **R3(319)** ➜ ***use analogy to generate and read phonically regular word families*** **R3(319)** ➜ ***associate sounds with letters and some letter clusters*** **W2(454), R3(319)**	➜ ***apply phonic rules and generalizations to read unfamiliar words in context*** **R3(319)** ➜ ***apply knowledge of long and short vowel sounds to read unfamiliar words in context*** **R3(319)** ➜ ***use knowledge of word parts, contractions and compound words to read unfamiliar words in context*** **R3(319)** ➜ ***associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context*** **R3(319)**	✔ apply phonic rules and generalizations competently and confidently to read unfamiliar words in context **R3(319)** ✔ apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context **R3(319)** ✔ associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context **R3(319)**
Use references			
• ***name and match the upper and lower case forms of letters*** ✔ copy scribed words and print texts to assist with writing **WK(549)**	✔ use a displayed (model) alphabet as an aid when writing **W1(550)** ➜ ***recite the letters of the alphabet in order*** **W2(466)** ✔ use personal word books, print texts and environmental print to assist with writing **W1(452, 501, 550, 576, 617)**	✔ put words in alphabetical order by first letter **W2(551)** ✔ use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts **W2(551)**	✔ put words in alphabetical order by first and second letter **W3(578)** ✔ use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts **W3(578), W4(579)**

2.1 *Use Strategies and Cues* (continued)

Grade 4	Grade 5	Grade 6
Use phonics and structural analysis		
➜ ***identify and know the meaning of some frequently used prefixes and suffixes*** **R6(334)**	➜ ***identify and know the meaning of high frequency prefixes and suffixes by sight to read unfamiliar, multisyllable words in context*** **R6(334)**	✔ use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context **R6(334)**
✔ apply knowledge of root words, compound words, syllabication **R3(319)**, contractions and complex word families to read unfamiliar words in context	• ***integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context***	• ***integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in longer and more complex texts***
• ***integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context***		
Use references		
✔ use alphabetical order by first and second letter to locate information in reference materials **W4(579)**	✔ find words in dictionaries and glossaries to confirm the spellings or locate the meanings by using knowledge of phonics and structural analysis, alphabetical order and guide words **W4(579)**	✔ choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts **W6(425, 460, 556)**
✔ use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts **W4(579)**		

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues (continued)*

Grade 7	Grade 8	Grade 9
Use phonics and structural analysis		
✔ apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading **R7(336)**	➔ use strategies for word identification, vocabulary development and spelling that build on specific strengths in order to compensate for weaknesses **R8(339), R9(343)**	✔ apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts **R9(343)**
Use references		
✔ skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words **R7(583)**	➔ ***use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning*** **W9(586)**	✔ use reference materials, including a writer's handbook, to verify correct usage, answer uncertainties and solve problems that arise **W8(584), W9(585)**

2.2 Respond to Texts

Kindergarten	Grade 1	Grade 2	Grade 3
Experience various texts			
✔ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs **CK(1)** ✔ listen and view attentively **LK(45)** → ***identify favourite stories and books*** **C2(3)** ✔ demonstrate an appreciation for activities related to stories, songs, nursery rhymes, etc. **CK(1)**	✔ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons **CK(1), C1(2)** ✔ illustrate and enact stories, rhymes and songs **C1(28), S1(281)** ✔ remember and retell familiar stories and rhymes **CK(1)**	✔ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts **C2(3, 29)** ✔ identify favourite kinds of oral, print and other media texts **C2(3)** ✔ model own oral, print and other media texts on familiar forms **W2(653)** • ***respond to mood established in a variety of oral, print and other media texts***	• ***choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays*** ✔ tell or write about favourite parts of oral, print and other media texts **C2(3), L2(109), S2(275, 276), R2(381)** • ***identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites*** ✔ connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references **L2(109), R2(381), C3(4), R3(411)**
Construct meaning from texts			
→ ***relate aspects of oral, print and other media texts to personal feelings and experiences*** **L1(135)** ✔ talk about and represent the actions of characters portrayed in oral, print and other media texts **SK(123), S1(124, 135), R1(360, 391, 410)**	✔ relate aspects of stories and characters to personal feelings and experiences **L1(135)** ✔ retell interesting or important aspects of oral, print and other media texts **L1(124), R1(360)**	✔ connect situations portrayed in oral, print and other media texts to personal and classroom experiences **L2(109), R2(381, 411)** ✔ retell the events portrayed in oral, print and other media texts in sequence **L2(95, 125), R2(361, 391), W2(653)**	✔ connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences **L2(109), R2(381, 411), C3(4), R3(411)** ✔ summarize the main idea of individual oral, print or other media texts **L3(125), R3(361)**

(Cont'd on p. 28)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts*

	Grade 4	Grade 5	Grade 6
Experience various texts	• ***experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs*** ✔ identify and discuss favourite authors, topics and kinds of oral, print and other media texts **C4(6)** ✔ discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker **C4(6), R4(299)** • ***retell events of stories in another form or medium*** ✔ make general evaluative statements about oral, print and other media texts **C4(6)**	• ***experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers*** ✔ express points of view about oral, print and other media texts **L5(137), R5(385, 413)** • ***make connections between fictional texts and historical events*** ✔ describe and discuss new places, times, characters and events encountered in oral, print and other media texts **L5(117)** • ***write or represent the meaning of texts in different forms***	✔ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances **C6(10, 21)** ✔ explain own point of view about oral, print and other media **texts L5(137), S6(111, 278), R5(385)** ✔ make connections between own life and characters and ideas in oral, print other media texts **C6(9, 10), L6(118, 145), R6(414)** ✔ discuss common topics or themes in a variety of oral, print and other media texts **C6(9, 10), S6(201)** ✔ discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose **L6(100), R5(367)**
Construct meaning from texts	✔ connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences **L2(109) R2(381), C3(4), R4(412)** ✔ identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events **L4(127), R4(396)**	✔ compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community **C5(8), C6(9, 10)** ✔ describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts **R3(394), C5(8), L5(137), R5(397, 413)**	✔ observe and discuss aspects of human nature revealed in oral, print, and other media texts, and relate them to those encountered in the community **C6(9, 10)** ➔ ***summarize oral, print or other media texts, indicating the connections among events, characters and settings* L7(130), R7(399, 400, 415)**

(Cont'd on p. 29)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts*

Grade 7	Grade 8	Grade 9
Experience various texts		
• *experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints* ✔ justify own point of view about oral, print and other media texts, using evidence from texts **L7(138), W9(638)** • *organize interpretations of oral, print and other media texts around two or three key ideas* • *express interpretations of oral, print, and other media texts in another form or genre* • *predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts*	• *experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs* • *write and represent narratives from other points of view* • *expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view* • *explain connections between own interpretation and information in texts, and infer how texts will influence others* ✔ make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts **L7(51)**	• *experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction* • *identify and discuss how timeless themes are developed in a variety of oral, print and other media texts* ✔ consider historical context when developing own points of view or interpretations of oral, print and other media texts **R9(312)** ✔ compare and contrast own life situation with themes of oral, print and other media texts **C9(14)** • *express the themes of oral, print or other media texts in different forms or genres* • *consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence*
Construct meaning from texts		
✔ compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others **C6(10)** ✔ analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters **L7(130, 138), R7(399, 400)**	✔ interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others **C6(10)** ✔ identify and describe characters' attributes and motivations, using evidence from the text and personal experiences **L7(130, 138), R7(399, 400, 415), L8(131)**	✔ analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others **C6(10), C9(14), R9(417)** • *identify and discuss theme and point of view in oral, print and other media texts*

(Cont'd on p. 30)

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts *(continued)*

Kindergarten	Grade 1	Grade 2	Grade 3
Construct meaning from texts (continued)			
➜ ***talk about experiences similar or related to those in oral, print and other media texts*** **L1(135)**	✔ tell or represent the beginning, middle and end of stories **L1(124), S1(266), R1(360)** ✔ tell, represent or write about experiences similar or related to those in oral, print and other media texts **L1(135)** ➜ ***tell what was liked or disliked about oral, print and other media texts*** **C2(3), L2(109), R2(381)**	✔ suggest alternative endings for oral, print and other media texts **W1(652)** ✔ discuss, represent or write about interesting or important aspects of oral, print and other media texts **L2(109, 136), R2(381)** ✔ express thoughts or feelings related to the events and characters in oral, print and other media texts **S2(109, 136), R2(381, 411)**	✔ discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts **S2(109), R2(381, 411), C3(4)** ✔ develop own opinions based on ideas encountered in oral, print and other media texts **C2(3), L2(109, 136), S2(275), R2(381)** ✔ express preferences for one character over another **L2(109), R2(381)**
Appreciate the artistry of texts			
✔ experiment with sounds, words, word patterns, rhymes and rhythms **CK(1, 27)** ✔ demonstrate an appreciation for activities related to stories, songs, nursery rhymes, etc. **CK(1, 27)**	✔ identify how words can imitate sounds and create special effects **CK (1, 27)** ➜ ***experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts*** **W3(655)**	✔ identify and use words and sentences that have particular emotional effects **R2(420)** ✔ identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights **R2(420)**	➜ ***express feelings related to words, visuals and sound in oral, print and other media texts*** **L4(116), R4(384, 420)** ➜ ***identify how authors use comparisons, and explain how they create mental images*** **R4(420)**

2.2 *Respond to Texts (continued)*

Grade 4	Grade 5	Grade 6
Construct meaning from texts (continued)		
✔ compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts **C4(6)** ✔ support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts **L4(144), R4(412)**	• ***describe and discuss the influence of setting on the characters and events*** ✔ make judgements and inferences related to events, characters and main ideas of oral, print and other media texts **C5(8), S5(277), R5(332, 385, 413), L9(137)** • ***retell or represent stories from the points of view of different characters***	✔ identify or infer reasons for a character's actions **R5(332, 397), L6(129)** ➜ ***comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text*** **R8(401)**
Appreciate the artistry of texts		
• ***explain how onomatopoeia and alliteration are used to create mental images*** ✔ explain how language and visuals work together to communicate meaning and enhance effect **R4(420)**	• ***explain how simile and hyperbole are used to create mood and mental images*** ✔ alter sentences and word choices to enhance meaning and to create mood and special effects **W5(531, 532), S6(155)**	• ***explain how metaphor, personification and synecdoche are used to create mood and mental images*** ➜ ***experiment with sentence patterns, imagery and exaggeration to create mood and mental images*** **R8(401)** • ***discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts***

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts (continued)*

Grade 7	Grade 8	Grade 9
Construct meaning from texts (continued)		
✔ identify and explain conflict, and discuss how it develops and may be resolved **R4(396)**	✔ discuss various ways characters are developed and the reasons for and plausibility of character change **L7(130, 138), R7(399, 400), L8(131), R8(401)**	• ***discuss and explain various interpretations of the same oral, print or other media text***
✔ develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences **L7(138), R7(415)**	• ***compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas***	✔ relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance **C9(14), L9(140), R9(417)**
Appreciate the artistry of texts		
• ***discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts***	• ***discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts***	• ***discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts***
• ***identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts***	• ***identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive***	✔ discuss character development in terms of consistency of behaviour and plausibility of change **R8(401)**
• ***reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities***	• ***identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone***	• ***describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character***
		• ***identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression***

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 *Understand Forms, Elements and Techniques*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Understand forms and genres			
✔ experience a variety of oral, print and other media texts **CK(1, 27)**	• ***distinguish differences in the ways various oral, print and other media texts are organized*** • ***identify various forms of media texts***	• ***recognize that ideas and information can be expressed in a variety of oral, print and other media texts*** ➜ ***identify and explain the use of various communication technologies*** **S6(201)**	✔ identify distinguishing features of a variety of oral, print and other media texts **R3(361, 393)** ➜ ***discuss ways that visual images convey meaning in print and other media texts*** **L4(116), R4(384, 420)**
Understand techniques and elements			
✔ develop a sense of story through reading, listening and viewing experiences **LK(93, 123), RK(390)** ➜ ***identify the main characters in a variety of oral, print and other media texts*** **R1(360)**	✔ know that stories have beginnings, middles and endings **R1(360), W1(652), L2(125), R2(391)** ✔ tell what characters do or what happens to them in a variety of oral, print and other media texts **L1(135), R1(360)**	✔ identify main characters, places and events in a variety of oral, print and other media texts **R1(360), L2(95, 109, 125), S2(197), R2(361), W2(653)** ➜ ***identify how pictures, illustrations and special fonts relate to and enhance print and other media texts*** **L4(116), R4(384)**	✔ include events, setting and characters when summarizing or retelling oral, print or other media texts **L3(126), R3(393)** ✔ describe the main characters in terms of who they are, their actions in the story and their relations with other characters **R3(394)** ✔ identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques **S3(238), L4(66, 116, 151), S4(220, 239, 240), R4(298, 363, 384)**
Experiment with language			
✔ appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs **CK(1, 27)**	✔ demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play **CK(1, 27)**	✔ demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations **C2(29)**	✔ recognize examples of repeated humour, sound and poetic effects **R2(420)** that contribute to audience enjoyment

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 *Understand Forms, Elements and Techniques*

Grade 4	Grade 5	Grade 6
Understand forms and genres		
✔ describe and compare the main characteristics of a variety of oral, print and other media texts **R4(298, 299)** ✔ identify various ways that information can be recorded and presented visually **L4(54, 116), S4(220), R4(298, 299, 363, 384),**	✔ identify and discuss similarities and differences among a variety of forms of oral, print and other media texts **C4(6), R4(299), C5(8)** ✔ identify the main characteristics of familiar media and media texts **C4(6), R4(299)**	• ***identify key characteristics of a variety of forms or genres of oral, print and other media texts*** • ***discuss the differences between print and other media versions of the same text***
Understand techniques and elements		
✔ identify and explain connections among events, setting and main characters in oral, print and other media texts **R3(393)** • ***identify the speaker or narrator of oral, print or other* media texts** ✔ identify how specific techniques are used to affect viewers' perceptions in media texts **L4(116), R4(384)**	✔ identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved **L3(125), R3(393)** • ***identify and discuss the main character's point of view and motivation*** ✔ identify examples of apt word choice and imagery that create particular effects **W5(531, 658)** • ***identify sections or elements in print or other media texts, such as shots in films or sections in magazines***	• ***discuss the connections among plot, setting and characters in oral, print and other media texts*** • ***identify first and third person narration, and discuss preferences with reference to familiar texts*** • ***explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts*** ✔ identify strategies that presenters use in media texts to influence audiences **L4(116), R4(384), L5(117), L6(118), R6(386)**
Experiment with language		
➔ ***recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning* L8(146)**	✔ experiment with words and sentence patterns to create word pictures; identify how imagery **W5(658)** and figurative language, such as simile and exaggeration, convey meaning	• ***alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning***

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 *Understand Forms, Elements and Techniques*

Grade 7	Grade 8	Grade 9
Understand forms and genres		
✔ identify various forms and genres of oral, print and other media texts, and describe key characteristics of each **L7(52, 71), R7(329)** ✔ identify the characteristics of different types of media texts **L7(52, 71), R7(329)**	✔ discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience **S7(215)** • *compare the usefulness of different types of media texts*	✔ explain the relationship between purposes and characteristics of various forms and genres of oral, print and other media texts **W7(437, 438)** ✔ evaluate the effectiveness of different types of media texts for presenting ideas and information **W7(437, 438)**
Understand techniques and elements		
✔ discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts **L7(130, 138), R7(399, 400, 415)** • *identify the narrator's perspective, and explain how it affects the overall meaning of a text* ➔ *identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development* **R8(401)** • *explain how sound and image work together to create effects in media texts*	• *distinguish theme from topic or main idea in oral, print and other media texts* ✔ identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective **L7(130, 138), R7(399, 400), L8(131)** • *compare and contrast the different perspectives provided by first and third person narration* • *summarize the content of media texts, and discuss the choices made in planning and producing them*	• *compare the development of character, plot and theme in two oral, print or other media texts* ✔ evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict **R8(401)** • *compare a main character in one text to the main character in another text from a different era, genre or medium* • *identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts* • *summarize the content of media texts, and suggest alternative treatments*
Experiment with language		
• *explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning*	• *identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood*	• *analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone*

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 *Create Original Text*

Kindergarten	Grade 1	Grade 2	Grade 3
Generate ideas			
✓ contribute ideas and answer questions related to experiences and familiar oral, print and other media texts **LK(195, 266)**	✓ generate and contribute ideas for individual or group oral, print and other media texts **S1(209), W1(426)**	• ***use own and respond to others' ideas to create oral, print and other media texts***	✓ experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts **S2(210), W2(427, 453)**
Elaborate on the expression of ideas			
✓ listen to and recite short poems, songs and rhymes, and engage in word play and action songs **CK(27)** ✓ demonstrate an appreciation for activities related to stories, songs, nursery rhymes, etc. **CK(27)**	• ***change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts***	→ ***add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts*** **W3(529), W4(530), W5(531)**	• ***use sentence variety to link ideas and create impressions on familiar audiences***
Structure texts			
✓ draw, record or tell about ideas and experiences **SK(195, 265), WK(451, 615, 650)** ✓ talk about and explain the meaning of own pictures and print **SK(265), WK(615, 650)**	✓ write, represent and tell brief narratives about own ideas and experiences **S1(196, 266), W1(617)** ✓ recall and retell or represent favourite stories **L1(124)**	✓ create narratives that have beginnings, middles and ends; settings; and main characters that perform actions **W1(652), W2(653)** • ***use traditional story beginnings, patterns and stock characters in own oral, print and other media texts***	• ***experiment with a variety of story beginnings to choose ones that best introduce particular stories*** ✓ add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot **S3(178, 197, 267, 287), W3(654)**

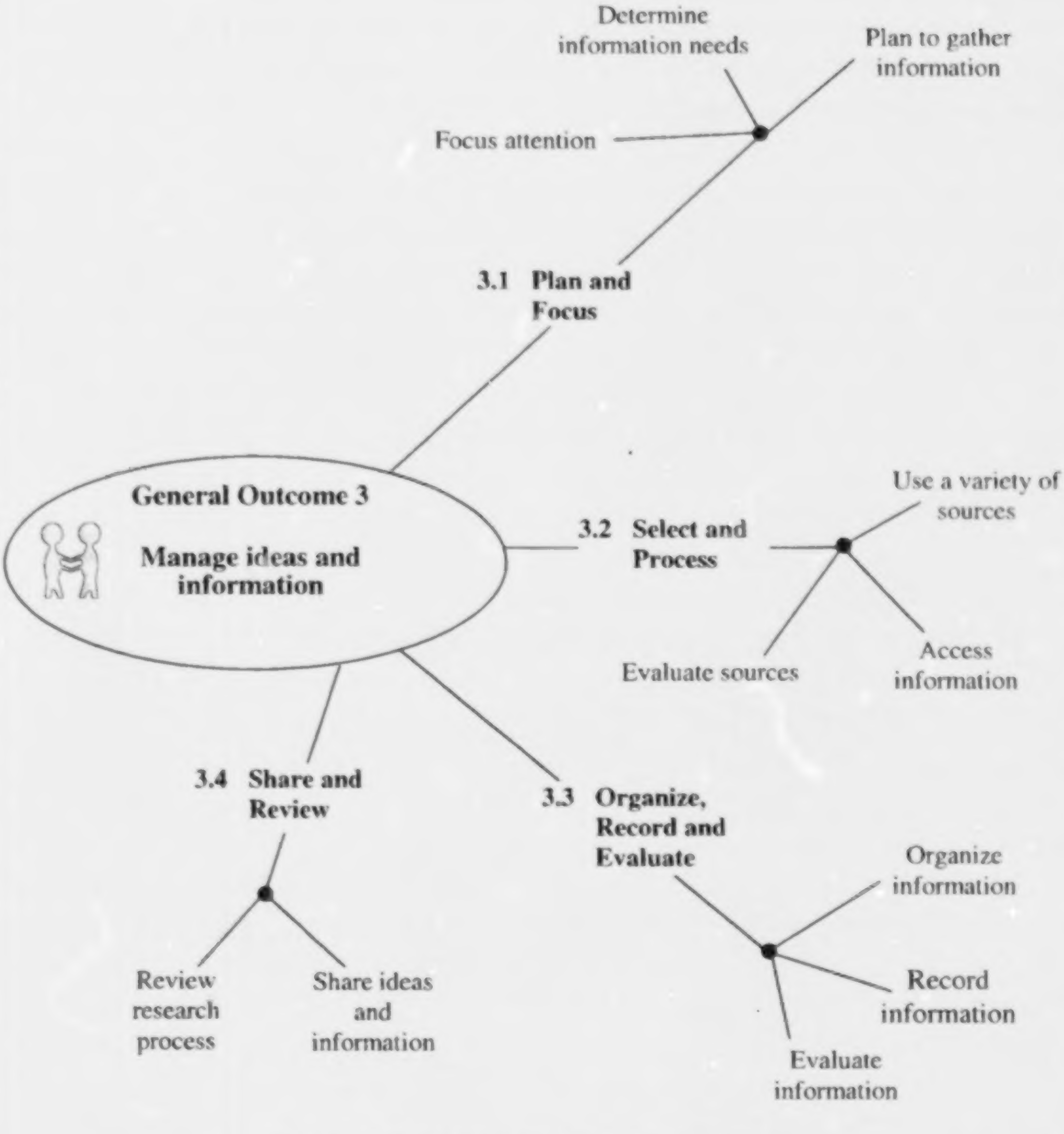
2.4 Create Original Text

Grade 4	Grade 5	Grade 6
Generate ideas		
✔ use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts **L4(70), R4(324, 362, 363, 396), W4(431, 489)**	• ***use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts***	• ***choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts***
Elaborate on the expression of ideas		
✔ select and use visuals that enhance meaning of oral, print and other media texts **S4(220)**	• ***experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes***	• ***use literary devices to create particular effects***
Structure texts		
✔ produce oral, print and other media texts that follow a logical sequence and demonstrate clear relationships between character and plot **S4(199), W4(431, 656)**	✔ use structures encountered in texts to organize and present ideas in own oral, print and other media texts **W4(431)**	✔ determine purpose and audience needs to choose forms and organize ideas and details in oral, print and other media texts **L6(100), R6(435)**
✔ produce narratives that describe experiences and reflect personal responses **S4(199), W4(656)**	✔ use own experience as a starting point and source of information for fictional oral, print and other media texts **C5(20)**	• ***express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose***

2.4 Create Original Text

Grade 7	Grade 8	Grade 9
Generate ideas		
✔ choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts **S7(218, 219, 245), W7(439)**	✔ create oral, print and other media texts related to issues encountered in texts and in own life **C8(22), S8(203),**	✔ generalize from own experience to create oral, print and other media texts on a theme **S9(204)**
Elaborate on the expression of ideas		
• ***use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict***	• ***retell oral, print and other media texts from different points of view***	✔ create oral, print and other media texts on common literary themes **S7(202), S8(203), S9(204)**
Structure texts		
• ***create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events***	✔ create oral, print and other media texts with both main and minor characters **W8(661)**	• ***create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action***
✔ create a variety of oral, print and other media texts to explore ideas related to particular topics or themes **S7(202)**	✔ choose forms or genres of oral, print or other media texts for the particular effects they will have on audiences and purposes **S7(217), S8(222), W8(440)**	✔ create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events **W8(661)**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

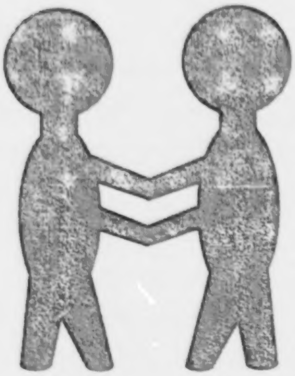


Determine information needs
Plan to gather information
Focus attention
3.1 Plan and Focus
General Outcome 3
Manage ideas and information
3.2 Select and Process
Use a variety of sources
Evaluate sources
Access information
3.4 Share and Review
3.3 Organize, Record and Evaluate
Organize information
Record information
Evaluate information
Review research process
Share ideas and information

Students will listen, speak, read, write, view and represent to manage ideas and information.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through the language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts, students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering such factors as author, purpose, audience and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their ability to manage ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their research and determine the kind and amount of information needed to accomplish their various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content and audiences. The use of technology enhances students' opportunities to access, create and communicate ideas and information. Skill in managing ideas and exchanging information helps students encourage, support and work with others.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Kindergarten	Grade 1	Grade 2	Grade 3
Focus attention			
→ ***attend to oral, print and other media texts on topics of interest*** C1(2) ✔ make statements about topics under discussion **SK(195)**	→ ***explore and share own ideas on topics of discussion and study*** **L2(109,), S2(275, 276), R2(298, 381, 410, 411)** • ***connect information from oral, print and other media texts to topics of study***	✔ relate personal knowledge to ideas and information in oral, print and other media texts **L2(109), R2(297, 381, 411)** ✔ ask questions to determine the main idea of oral, print and other media texts **L2(78), S2(150), R2(318)**	✔ use self-questioning to identify information needed to supplement personal knowledge on a topic **L2(109), R2(381)** ✔ identify facts and opinions, main ideas and details in oral, print and other media texts **L2(95, 109, 125), R2(361, 381, 391), L3(96, 125), R3(361)**
Determine information needs			
→ ***ask questions to satisfy personal curiosity*** L2(78), S2(150), R2(317)	→ ***ask and answer questions to satisfy information needs on a specific topic*** L2(78), S2(150), R2(318)	✔ ask questions to focus on particular aspects of topics for own investigations L2(78), **S2(150), R2(318)**	✔ ask topic-appropriate questions to identify information needs **L2(78), S2(150) R2(318)**
Plan to gather information			
• ***suggest ways to gather ideas and information***	✔ follow spoken directions for gathering ideas and information **L1(107)**	✔ recall and follow directions for accessing and gathering ideas and information L1(**107**), **R2(382)**	✔ contribute ideas for developing a class plan to access and gather ideas and information **S3(210), W3(428)**

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
Focus attention	✓ use organizational patterns of expository texts to understand ideas and information **L4(66, 151), R4(298, 324, 362, 363, 384)** ✓ focus topics appropriately for particular audiences **S4(212, 213), W4(429, 430)**	✓ summarize important ideas in oral, print and other media texts and express opinions about them **L5(98, 137), S5(277), R5(365, 366, 385),** ✓ combine personal knowledge of topics with understanding of audience needs to focus topics for investigation **S4(212, 213), W4(429, 430)**	✓ distinguish among facts, supported inferences and opinions **R4(396)** ✓ use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation **S6(216), R6(305, 333), W6(436)**
Determine information needs	✓ ask relevant questions, and respond to questions related to particular topics **L2(78), S2(150)**	• ***identify categories of information related to particular topics, and ask questions related to each category***	✓ decide on and select the information needed to support a point of view **L6(100, 111)**
Plan to gather information	✓ develop and follow a class plan for accessing and gathering ideas and information **S3(210)**	✓ develop and follow own plan for gathering and recording ideas and information **L5(49), R5(301)**	✓ develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation **S6(216), W6(436)**

3.1 Plan and Focus

Grade 7	Grade 8	Grade 9
Focus attention		
✔ consider audience, purpose, point of view and form when focusing topics for investigation **S7(215, 217), W7(437, 438)** ✔ use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts **L7(101)**	✔ experiment with several ways to focus a topic, and select a form appropriate to audience and purpose **S8(222, 230), W8(440)** ✔ identify and trace the development of arguments, opinions or points of view in oral, print and other media texts **R8(338, 373)**	✔ synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions **W9(609, 637, 638)** ✔ assess adequacy, accuracy and appropriateness of text details to support or further develop arguments, opinions or points of view **W9(443)**
Determine information needs		
✔ discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view **S7(215, 217), W7(437, 438)**	✔ select the most appropriate information sources for topic, audience, purpose and form **S8(222, 230), W8(440)**	• ***select types and sources of information to achieve an effective balance between researched information and own ideas***
Plan to gather information		
✔ plan and organize data collection based on instructions, explanations and pre-established parameters **L7(101), W9(442)**	✔ choose a plan to access, gather and record information, according to self-selected parameters **R8(307, 340)**	✔ select information sources that will provide effective support, convincing argument or unique perspectives **W9(441, 483)**

3.2 *Select and Process*

	Kindergarten	Grade 1	Grade 2	Grade 3
Use a variety of sources				
	→ *seek information from a variety of sources, such as people at school, at home, in the community* **W1(550)**, *picture books, photographs and videos*	• *find information on a topic using a variety of sources, such as picture books, concept books, people and field trips*	• *find information on a topic using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community*	• *find information to answer research questions using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment*
Access information				
	✔ use illustrations, photographs, video programs, objects and auditory cues, to access information **LK(46, 60, 61, 123), RK(294, 358, 390)**	✔ use text features, such as illustrations, titles and opening shots in video programs, to access information **L1(47), R1(296)** → *use questions to find specific information in oral, print and other media texts* **L2(109), R2(381)** • *understand that library materials are organized systematically*	→ *use text features, such as table of contents, key words, captions and hot links, to access information* **L4(66, 116, 151), R4(384)** → *use given categories and specific questions to find information in oral, print and other media texts* **R4(299, 363)** • *use the library organizational system to locate information*	✔ use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information **L1(47), R1(296), W2(551, 577), W3(478)** ✔ locate answers to questions and extract appropriate and significant information from oral, print and other media texts **L2(109), R2(381)** • *use card or electronic catalogues to locate information*
Evaluate sources				
	→ *ask questions to make sense of information* **L2(78), S2(150), R2(317)**	→ *match information to research needs* **L2(109), R2(381)**	✔ recognize when information answers the questions asked **L2(109), R2(381), W2(551)**	✔ review information to determine its usefulness in answering research questions **L2(109), R2(381)**

3.2 Select and Process

Grade 4	Grade 5	Grade 6
Use a variety of sources		
• *locate information to answer research questions using a variety of sources, such as classroom materials, school libraries, video programs, elders in the community and field trips*	• *locate information to answer research questions using a variety of sources, such as newspapers, encyclopedia, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions*	• *locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs, and the Internet*
Access information		
✔ use a variety of tools, such as indices, maps, atlases, charts, glossaries, typographical features and dictionaries, to access information **L4(66, 116), S4(220, 239), R4(298, 363, 384)** • *identify information sources that inform, persuade or entertain, and use such sources appropriately*	• *use a variety of tools, such as chapter headings and encyclopedia guide words, to access information* ✔ skim, scan and listen for key words and phrases **L5(49), R5(301)**	➜ *use a variety of tools, such as bibliographies, thesauri and technology, to access information* **W9(586, 609)** ➜ *skim, scan and read closely to gather information* **R7(310)**
Evaluate sources		
✔ recall important points, and make and revise predictions regarding upcoming information **L4(67, 127), R4(321, 364), R5(332)**	✔ determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria **W5(458)**	• *evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria*

3.2 Select and Process

Grade 7	Grade 8	Grade 9
Use a variety of sources		
• *obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions*	• *obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research*	• *obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research*
Access information		
✔ use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information **L7(52, 71)**	✔ expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information **S7(217), R8(340)**	• *expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access information*
➜ *distinguish between fact and opinion, and follow the development of argument and opinion* **R8(373, 338)**	• *record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations*	• *distinguish between primary and secondary sources, and determine the usefulness of each for research purposes*
✔ scan to locate specific information quickly; summarize and record information useful for research purposes **R7(310, 336)**	✔ adjust rate of reading or viewing to suit purpose and density of information in print or other media texts **R7(310, 336)**	• *follow up on cited references to locate additional information*
Evaluate sources		
• *use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose*	➜ *develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project* **W9(483)**	• *evaluate sources for currency, reliability and possible bias of information for a particular research project*

3.3 Organize, Record and Evaluate

Kindergarten	Grade 1	Grade 2	Grade 3
Organize information			
• ***categorize objects and pictures according to visual similarities and differences***	• ***identify or categorize information according to sequence, or similarities and differences*** ✔ list related ideas and information on a topic **S1(209), R1(426)** and make statements to accompany pictures	✔ categorize related ideas and information using a variety of strategies, such as finding significant details and sequencing events in logical order **L2(95), R2(361), W(653)** ✔ produce oral, print and other media texts with introductions, middles and conclusions **W2(653)**	• ***organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing*** ✔ draft ideas and information into short paragraphs, with topic and supporting sentences **W3(621, 622, 654, 655)**
Record information			
✔ represent and talk about ideas and information; dictate to a scribe **SK(195, 266), RK(358), WK(451, 615, 650)**	✔ represent and explain key facts and ideas in own words **L1(124), S1(196, 266), R1(359, 360, 391)**	• ***record key facts and ideas in own words; identify titles and authors of sources***	• ***record facts and ideas using a variety of strategies; list titles and authors of sources*** ✔ list significant ideas and information from oral, print and other media texts **L3(125), R3(361, 393, 394)**
Evaluate information			
• ***share new learning with others***	• ***recognize and use gathered information to communicate new learning***	• ***examine gathered information to decide what information to share or omit***	✔ determine if gathered information is sufficient to answer research questions **L2(109), R2(381)**

3.3 Organize, Record and Evaluate

Grade 4	Grade 5	Grade 6
Organize information		
• ***organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions*** ✔ record ideas and information that are on topic **W4(623, 624)** ✔ organize oral, print and other media texts into sections that relate to and develop the topic **W4(623, 624)**	➜ ***use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding*** **W6(491)** ➜ ***organize ideas and information to emphasize key points for the audience*** **S6(216, 459), W6(533)** ✔ add, delete or combine ideas to communicate more effectively **W5(457, 458, 481, 531, 532, 539)**	✔ organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting **W6(533)**, and classifying and sorting according to subtopics and sequence **S6(155, 216), R6(333 368), W6(436, 491, 459, 606, 628)** ✔ organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions **W6(435, 627)**
Record information		
• ***make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically*** ✔ paraphrase information from oral, print and other media sources **L4(127), R4(395)**	• ***record information in own words; cite titles and authors alphabetically, and provide publication dates of sources*** • ***combine ideas and information from several sources*** ✔ record ideas and information in relevant categories, according to research plan **R4(363), L5(49)**	✔ make notes on a topic, combining information from more than one source; use reference sources appropriately **R6(305)** ✔ use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning **S6(216), R6(333), W6(436, 459)** • ***quote information from oral, print and other media sources***
Evaluate information		
➜ ***examine gathered information to identify if more information is required; review new understanding*** **R5(332)**	✔ connect gathered information to prior knowledge to reach new conclusions **R5(332, 385)**	✔ evaluate the appropriateness of information for a particular audience and purpose **S6(155), R6(303), W6(435)** ✔ recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose **R6(328), W6(482)**

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

	Grade 7	Grade 8	Grade 9
Organize information	• ***organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose*** ✔ produce oral, print and other media texts with well-developed and well-linked ideas and sections **S7(183, 218, 257, 269), W7(439, 462, 492, 493, 540, 596, 631, 632, 633, 660)**	✔ organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause–effect relationship **S7(183, 218, 257, 269), W7(439, 462, 492, 493, 540, 596, 631, 632, 633)** • ***organize ideas and information to establish an overall impression or point of view in oral, print and other media texts***	✔ organize ideas and information by developing and selecting appropriate categories and organizational structures **R9(375)** ✔ balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout **W9(637)** ✔ develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text **W9(637)**
Record information	• ***make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources*** ✔ reflect on ideas and information to form own opinions with evidence to support them **L6(278)** • ***compare, contrast and combine ideas and information from several sources***	✔ make notes in point form, summarizing major ideas and supporting details; reference sources **S7(219, 245)** ✔ discard information that is irrelevant for audience, purpose, form or point of view **S7(215, 217), W7(437, 438, 492), W8(440)** • ***use a consistent and approved format to give credit for quoted and paraphrased ideas and information***	✔ use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources **W9(535)** ✔ select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text **L9(222, 244), W9(443)** ✔ choose specific vocabulary, and use conventions accurately and effectively to enhance credibility **S9(231), W9(586)**
Evaluate information	✔ assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps **W6(482), S7(215), W7(437), W8 (440)** ✔ connect new information with prior knowledge to build new understanding **L7(51, 71), R7(329)**	✔ evaluate the relevance and importance of gathered information; address information gaps **W7(492, 493), W8(440, 484)** • ***incorporate new information with prior knowledge and experiences to develop new understanding***	✔ evaluate usefulness, relevance and completeness of gathered information; address information gaps **W9(483)** • ***reflect on new understanding and its value to self and others***

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

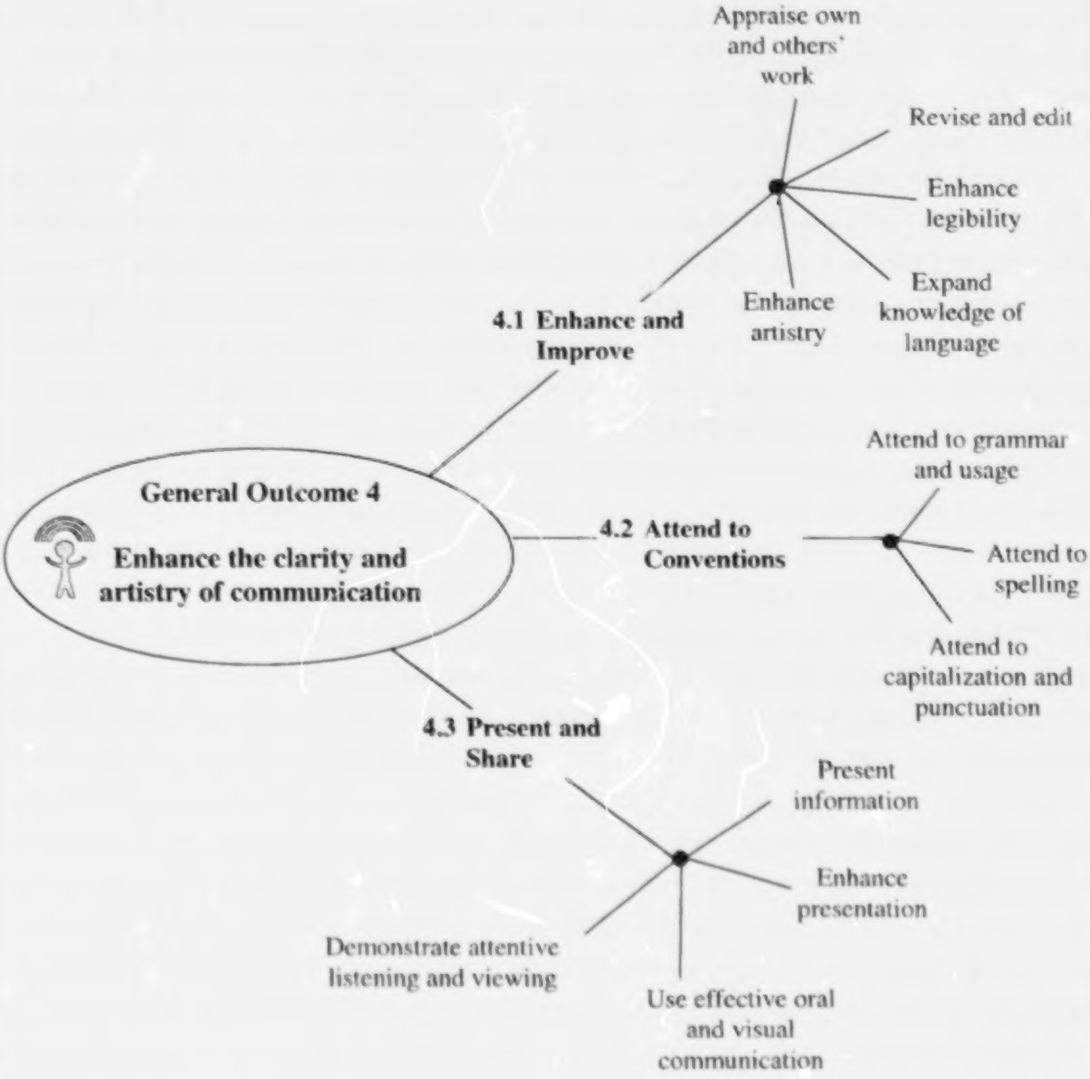
Kindergarten	Grade 1	Grade 2	Grade 3
Share ideas and information			
✔ share ideas and information about topics of interest **SK(195, 266), WK(615, 650)**	✔ share ideas and information from oral, print and other media texts with familiar audiences **L1(47, 124, 135), R1(360)** ✔ answer questions directly related to texts**L1(47, 124), R1(296, 391)**	✔ share, with familiar audiences, ideas and information on topics **S2(176, 197), W2(453)** • ***clarify information by responding to questions***	✔ organize and share ideas and information on topics to engage familiar audiences **S3(267)** ✔ use titles, headings and visuals **S3(210)** to add interest and highlight important points of presentation **W3(428)**
Review research process			
• ***share information-gathering experiences***	• ***talk about information gathering experiences by describing what was interesting, valuable or helpful***	• ***answer questions, such as "What did I do that worked well?", to reflect on research experiences***	✔ assess the research process, using pre-established criteria **S3(211), W3(428)**

3.4 *Share and Review*

Grade 4	Grade 5	Grade 6
Share ideas and information		
✔ communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters **S4(268, 279, 282), W4(623, 624)**	• ***communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues***	• ***communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs***
✔ select visuals, print and/or other media to add interest and to engage the audience **S4(220, 239)**	✔ select visuals, print and/or other media to inform and engage the audience **S4(220, 239), W5(594)**	✔ select appropriate visuals, print and/or other media to inform and engage the audience **C6(35), S6(155), W6(435)**
Review research process		
• ***identify strengths and areas for improvement in research process***	• ***assess personal research skills using pre-established criteria***	• ***establish goals for enhancing research skills***

3.4 *Share and Review*

Grade 7	Grade 8	Grade 9
Share ideas and information		
• *communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations*	• *communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries*	• *communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles*
✔ use appropriate visual, print and/or other media effectively to inform and engage the audience **W5(594), S7(215), W7(437, 438)**	✔ integrate appropriate visual, print and/or other media to inform and engage the audience **W8(597)**	✔ integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience **S9(222, 244)**
Review research process		
• *identify strengths and areas for improvement in personal research skills*	• *assess the research process, and consider alternative ways of achieving research goals*	✔ reflect on the research process, identifying areas of strength and ways to improve further research activities **W9(609)**


General Outcome 4
Enhance the clarity and artistry of communication
4.1 Enhance and Improve
Appraise own and others' work
Revise and edit
Enhance legibility
Expand knowledge of language
Enhance artistry
4.2 Attend to Conventions
Attend to grammar and usage
Attend to spelling
Attend to capitalization and punctuation
4.3 Present and Share
Present information
Enhance presentation
Use effective oral and visual communication
Demonstrate attentive listening and viewing

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

Learning effective strategies for using language with precision, clarity and artistry is interrelated with learning in the other general outcomes. Students use exploratory language to discover and focus their communication (General Outcome 1). Oral, print and other media texts provide vicarious experiences and new perspectives that students use for speaking, writing and representing (General Outcome 2). Students locate, gather and organize data to communicate ideas and information (General Outcome 3). Creating and communicating with language enhance collaboration and build community (General Outcome 5).

As students use the English language arts in a variety of contexts with instruction, encouragement and support, they revise and edit to clarify meaning, achieve purposes and affect audiences. In doing so, they apply the conventions of grammar, language usage, spelling, punctuation and capitalization. They develop an understanding of how language works and use the specialized vocabulary of the English language arts. As well, they develop confidence and skill in sharing and responding to thoughts, ideas and experiences through informal and formal presentations.

In school and in daily life, students are required to communicate ideas and information using well-organized, clear and precise language. They use artistic language to create, to express who they are and what they feel, and to share their experiences with others in a variety of oral, print and other media texts.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

4.1 Enhance and Improve

Kindergarten	Grade 1	Grade 2	Grade 3
Appraise own and others' work			
✔ make statements related to the content of own and others' pictures, stories or talk **LK(46, 93, 123), SK(195, 266), RK(390), WK(650)**	➔ ***ask or respond to questions or comments related to the content of own or others' pictures, stories or talk*** **L2(78, 109, 136), S2(150), R2(318, 381, 411)**	• ***identify features that make own or peers' oral, print or other media texts interesting or appealing***	✔ share own oral, print and other media texts with others to identify strengths and ideas for improvement **W3(478)**
Revise and edit			
• ***retell ideas to clarify meaning in response to questions or comments***	➔ ***rephrase by adding or deleting words, ideas or information to make sense*** **W3(478, 488, 529)**	➔ ***revise words and sentences to improve sequence or add missing information*** **W3(477, 487, 528)**	✔ combine and rearrange existing information to accommodate new ideas and information **W3(488)**
	✔ check for obvious spelling errors and missing words **W1(501, 550, 576)**	✔ check for capital letters, punctuation at the end of sentences and errors in spelling **W2(551, 577), W3(519)**	✔ edit for complete and incomplete sentences **W3(488)**
Enhance legibility			
✔ form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner **WK(615, 616)**	➔ ***print letters legibly from left to right, using lines on a page as a guide*** **W2(592)**	✔ print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately **W2(592)**	✔ print legibly, and begin to learn proper alignment, shape and slant of cursive writing **W2(592)**
• ***use letters and directional arrow keys on the keyboard***	✔ use appropriate spacing between letters in words and between words in sentences **W1(591)**	• ***use margins and spacing appropriately***	✔ space words and sentences consistently on a line and page **W1(591)**
	• ***explore and use the keyboard to produce text***	• ***explore and use the keyboard to compose and revise text***	• ***use keyboarding skills to compose, revise and print text***
			• ***understand and use vocabulary associated with keyboarding and word processing***

(Cont'd on p. 56)

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Grade 4	Grade 5	Grade 6
Appraise own and others' work		
• ***identify the general impression and main idea communicated by own and peers' oral, print and other media texts***	✔ develop criteria for evaluating the effectiveness of oral, print and other media texts **S3(210), W3(428)**	✔ work collaboratively to revise and enhance oral, print and other media texts **W6(460)**
✔ use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts **W4(477)**	✔ use developed criteria to provide feedback to others and to revise own work **S3(210), W3(428), S5(214), W5(432)**	✔ ask for and evaluate the usefulness of feedback and assistance from peers **W6(460)**
Revise and edit		
✔ revise to ensure an understandable progression of ideas and information **S4(199), W4(489, 490)**	✔ revise to add and organize details that support and clarify intended meaning **W5(458, 481, 509, 531, 532, 539)**	✔ revise to provide focus, expand relevant ideas and eliminate unnecessary information **W5(481, 539), W6(460, 482, 491)**
✔ identify and reduce fragments and run-on sentences, and edit for subject–verb agreement **W4(490, 499, 503, 513, 558)**	✔ edit for appropriate use of statements **W6(505)**, questions and exclamations **W4(499), W6(500)**	✔ edit for appropriate verb tense and for correct pronoun references **W5(509, 545, 559), W6(470, 560)**
		➜ ***use paragraph structures in expository and narrative texts*** **W7(596)**
Enhance legibility		
✔ write legibly, using a style that demonstrates awareness of alignment, shape and slant **W4(593)**	✔ write legibly, using a style that is consistent in alignment, shape and slant **W4(593)**	• ***write legibly and at a pace appropriate to context and purpose***
• ***use special features of software when composing, formatting and revising texts***	• ***apply word processing skills and use publishing programs to organize information***	➜ ***experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts*** **W7(437)**

(Cont'd on p. 57)

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Grade 7	Grade 8	Grade 9
Appraise own and others' work		
✔ identify particular content features that enhance the effectiveness of published oral, print and other media texts **C7(11)** ✔ incorporate particular content features of effective texts into own oral, print and other media texts **W7(437)**	✔ share draft oral, print and other media texts in a way that will elicit useful feedback **W7(487)** ✔ evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions **L6(59)**	✔ share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each **W7(487), S9(233)** ✔ work collaboratively to make appropriate revisions based on feedback provided by peers **W7(487), S9(233)**
Revise and edit		
✔ revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning **W7(439, 462, 492, 493)** ✔ revise to eliminate unnecessary repetition of words and ideas **W5(539)** ✔ use paragraphs, appropriately, to organize narrative and expository texts **W7(596)**	✔ revise by adding words and phrases that emphasize important ideas or create dominant impressions **W7(437), W8(463)** ✔ revise to enhance sentence variety, word choice and appropriate tone **W7(540)** • ***enhance the coherence and impact of documents, using electronic editing functions*** ✔ use paragraph structures to demonstrate unity and coherence **W7(596), W8(494)**	✔ revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions **W8(494)** ✔ revise to enhance effective transitions between ideas and maintain a consistent organizational pattern **W8(494)** • ***revise to combine narration, description and exposition effectively***
Enhance legibility		
✔ choose and use printing, cursive writing or word processing, depending on the task, audience and purpose **W7(437)** ✔ identify how the format of documents enhances the presentation of content **W7(438)**	• ***vary handwriting style and pace, depending on the context, audience and purpose*** ✔ choose an effective format for documents, depending on the content, audience and purpose **S7(217)**	• ***develop personal handwriting styles appropriate for a variety of purposes*** • ***identify and experiment with some principles of design that enhance the presentation of texts***

(Cont'd on p. 58)

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 *Enhance and Improve (continued)*

Kindergarten	Grade 1	Grade 2	Grade 3
Expand knowledge of language			
✔ explore and experiment with new words and terms associated with topics of interest **SK(174), S1(175)**	✔ identify and use an increasing number of words and phrases related to personal interests and topics of study **S1(175)**	✔ develop categories of words associated with experiences and topics of interest **S1(209), W1(426), W2(427, 453)**	✔ explain relationships among words and concepts associated with topics of study **S1(209), W1(426)**
✔ experiment with rhymes and rhythms of language to learn new words **CK(27)**	➜ ***experiment with letters, sounds*** **R2 (420)**, ***words and word patterns to learn new words*** **R3(319)**	➜ ***use knowledge of word patterns, word combinations and parts of words to learn new words*** **R3(319)**	✔ experiment with words and word meanings to produce a variety of effects **W3(478, 655)**
Enhance artistry			
✔ experiment with sounds, colours, print and pictures to express ideas and feelings **SK(266) WK(451, 615, 650)**	✔ use words and pictures to add sensory detail in oral, print and other media texts **W1(452)**	✔ choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts **W2(453)**	✔ choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts **W3(478, 654, 655)**

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Grade 4	Grade 5	Grade 6
Expand knowledge of language		
✔ use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study **L4(66, 116, 151, 179), S4(180, 181, 186), W4(530)**	✔ extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus **W5(509), W6(582), W9(586)**	✔ show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists **S6(216), R6(303, 333, 386), W6(436)**
• ***recognize English words and expressions that come from other cultures or languages***	✔ distinguish different meanings for the same word, depending on the context in which it is used **W5(509), W6(582)**	✔ choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose **S6(155, 167, 181), W6(435, 582)**
Enhance artistry		
• ***experiment with combining detail, voice-over, music and dialogue with sequence of events***	• ***experiment with words, phrases, sentences and multimedia techniques to enhance meaning and emphasis***	✔ experiment with several options to choose the most appropriate way of communicating ideas or information **S6(155), W6(435)**

4.1 Enhance and Improve (continued)

Grade 7	**Grade 8**	**Grade 9**
Expand knowledge of language		
• *identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning*	➜ *explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors such as popular culture, technology, other languages* **C9(23)**	• *distinguish between the denotative and connotative meaning of words and discuss effectiveness for achieving purpose and affecting audience*
• *identify and explain figurative and metaphorical use of language in context*	✔ infer the literal and figurative meaning of words in context using idioms **S4(186)**, **S6(187)**, analogies, metaphors and similes **S8(188, 222)**	✔ explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions **C9(23)**
Enhance artistry		
• *experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion*	• *experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood*	• *experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters*

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 *Attend to Conventions*

Kindergarten	Grade 1	Grade 2	Grade 3
Attend to grammar and usage			
→ ***develop a sense of sentence*** **W1(617)**	→ ***speak in complete statements, as appropriate*** **S2(255)** → ***write simple statements, demonstrating awareness of capital letters and periods*** **W3(467, 519)**	→ ***write complete sentences, using capital letters and periods*** **W3(519)** → ***use connecting words to join related ideas in a sentence*** **R4(322)** → ***identify nouns and verbs, and use in own writing*** **W3(467)** → ***identify adjectives and adverbs that add interest and detail to stories*** **W4(468)**	✔ identify a variety of sentence types, and use in own writing **W3(502), W4(468, 499)** → ***identify correct subject–verb agreement, and use in own writing*** **W4(558)** → ***use adjectives and adverbs to add interest and detail to own writing*** **W4(530)** ✔ distinguish between complete and incomplete sentences **W3(488)**
Attend to spelling			
→ ***hear and identify dominant sounds in spoken words*** **R3(319)** • ***demonstrate curiosity about visual features of letters and words with personal significance*** ✔ connect letters with sounds in words **WK(451), R3(319)** ✔ print own name correctly, and copy environmental print and words with personal significance **WK(549, 615, 616)**	→ ***use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing*** **W2(454), R3(319)** • ***spell phonically irregular high frequency words in own writing*** → ***use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing*** **W2(454), R3(319), W3(552)** ✔ know that words have conventionally accepted spellings **W1(550)**	✔ use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing **W2(454), R3(319), W3(552)** ✔ use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing **W2(454), R3(319), W3(552)** ✔ use the conventional spelling of common words necessary for the efficient communication of ideas in writing **W1(550), W2(454)**	✔ use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing **W2(454), R3(319), W3(552)** • ***identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing*** ✔ identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing **W3(552)**

(Cont'd on p. 62)

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Grade 4	Grade 5	Grade 6
Attend to grammar and usage		
• ***identify simple and compound sentence structures, and use in own writing***	✔ use words and phrases to modify and clarify ideas in own writing**W5(509, 531, 532)**	• ***identify the use of coordinate and subordinate conjunctions to express ideas***
✔ use connecting words to link ideas in sentences and paragraphs **R4(322)**	• ***identify irregular verbs, and use in own writing***	✔ use complex sentence structures and a variety of sentence types in own writing **W6(500, 505)**
✔ identify correct noun–pronoun agreement, and use in own writing **R4(323)**	✔ identify past, present and future verb tenses, and use in sentences **W4(513)**	➜ ***identify comparative and superlative forms of adjectives, and use in own writing*** **W8(534)**
✔ identify past, present and future action **W4(513)**		✔ identify past, present and future verb tenses, and use throughout a piece of writing **W4(513), W6(560)**
Attend to spelling		
✔ use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing **W3(552)**	✔ use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing **W5(555)**	✔ use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns **W6(425, 460, 556)**
✔ identify and apply common spelling generalizations in own writing **W3(552)**	• ***study and use the correct spelling of commonly misspelled words in own writing***	• ***explain the importance of correct spellings for effective communication***
✔ apply strategies for identifying and learning to spell problem words in own writing **W3(552)**	• ***know and apply Canadian spelling conventions when editing and proofreading own writing***	✔ edit for and correct commonly misspelled words in own writing, using the meaning and function of words in context, mnemonic devices and spelling generalizations **W6(556), W7(461, 557, 607)**

(Cont'd on p. 63)

4.2 Attend to Conventions

Grade 7	Grade 8	Grade 9
Attend to grammar and usage		
• ***use a variety of subordinate clauses, correctly and appropriately in own writing*** • ***use correct subject–verb agreement in sentences with compound subjects*** • ***distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose*** ✔ identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing **W7(506)**	✔ use words **W7(437)** and phrases **W7(540)** to modify, clarify and enhance ideas and descriptions in own writing • ***use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting*** ✔ use correct pronoun–antecedent agreement in own writing **W8(507, 510)** • ***use verb tenses consistently throughout a piece of writing***	• ***identify and use parallel structure in own writing*** • ***identify and use coordination, subordination and apposition to enhance communication*** ✔ use a variety of strategies to make effective transitions between sentences and paragraphs in own writing **W8(494)**
Attend to spelling		
✔ use reference materials to confirm spellings and to solve spelling problems when editing and proofreading **W7(583)** • ***extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts*** ✔ apply specific and effective strategies for learning and remembering the correct spelling of words in own writing **W6(556)**	• ***develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts*** • ***use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing*** • ***identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose***	• ***demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing*** • ***identify situations in which careful attention to correct spelling is especially important*** • ***identify and use variant spellings for particular effects, depending on audience, purpose, content and context***

(Cont'd on p. 64)

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 *Attend to Conventions* (continued)

Attend to capitalization and punctuation

Kindergarten	Grade 1	Grade 2	Grade 3
• *recognize capital letters and periods in print texts* ✔ capitalize first letter of own name **WK(616)**	• *capitalize the first letter of names and the pronoun "I" in own writing* • *identify periods, exclamation marks and question marks when reading, and use them to assist comprehension*	➜ *use capital letters* **W3(519)** *for proper nouns and at the beginning of sentences in own writing* ➜ *use periods and question marks, appropriately, as end punctuation in own writing* **W3(519)** • *use commas after greetings and closures in letters and to separate words in a series in own writing* • *identify commas and apostrophes when reading, and use them to assist comprehension*	• *use capital letters appropriately in titles of books and stories* ➜ *use exclamation marks, appropriately, as end punctuation in own writing* **W4(468)** • *use apostrophes to form common contractions and show possession in own writing* • *identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension*

4.2 *Attend to Conventions* *(continued)*

Attend to capitalization and punctuation

Grade 4	Grade 5	Grade 6
• *use capitalization to designate clubs, teams and organizations and to indicate the beginning of quotations in own writing*	• *use capital letters, appropriately, in titles, headings and subheadings in own writing*	• *use colons before lists, to separate hours and minutes, and after salutations in own writing*
• *use commas in addresses and after introductory words in sentences in own writing*	• *use quotation marks and separate paragraphs to indicate passages of dialogue in own writing*	• *identify parentheses and colons when reading, and use them to assist comprehension*
• *identify quotation marks in passages of dialogue, and use them to assist comprehension*	• *recognize various uses of apostrophes, and use them appropriately in own writing*	• *identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension*

4.2 Attend to Conventions *(continued)*

Grade 7	Grade 8	Grade 9
Attend to capitalization and punctuation		
• ***use periods and commas with quotation marks that indicate direct speech in own writing***	✓ use hyphens to break words at the end of lines, and to make a new word from two related words in own writing **W6(470)**	• ***use quotation marks to distinguish words being discussed in own writing***
• ***use commas to separate phrases and clauses in own writing***	✓ identify semicolons, dashes and hyphens when reading, and use them to assist comprehension **W6(470), W8(472)**	✓ use dashes to show sentence breaks or interrupted speech, where appropriate in own writing **W8(472)**
• ***use quotation marks to identify information taken from secondary sources in own writing***	• ***use parentheses appropriately in own writing***	• ***know that rules for punctuation can vary, and adjust punctuation use for effect in own writing***
	• ***use appropriate capitalization and punctuation for referencing oral, print and other media texts***	

4.3 *Present and Share*

Kindergarten	Grade 1	Grade 2	Grade 3
Present information			
✔ share ideas and information about own drawings and topics of personal interest **SK(195, 266), WK(615, 650)**	✔ present ideas and information to a familiar audience, and respond to questions **S1(237)**	• ***present ideas and information by combining illustrations and written texts***	✔ present ideas and information on a topic, using a pre-established plan **S3(210), W3(428)**
Enhance presentation			
✔ use drawings to illustrate ideas and information, and talk about them **SK(266) WK(615, 650)**	✔ add details such as labels, captions and pictures to oral, print and other media texts **S1(237)**	➜ ***clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments*** **S5(246)**	✔ use print and nonprint aids to illustrate ideas and information in oral, print and other media texts **S3(210), W3(428), S4(220, 239),**
Use effective oral and visual communication			
➜ ***speak in a clear voice to share ideas and information*** **S2(285)**	➜ ***speak in a clear voice, with appropriate volume, to an audience*** **S2(285)**	✔ speak in a clear voice, with appropriate volume, at an understandable pace and with expression **S2(285), S3(238)**	✔ speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas **S2(285), S3(238)**
Demonstrate attentive listening and viewing			
➜ ***follow one- or two-step instructions*** **L1(107)** ✔ make comments that relate to the topic being discussed **LK(46)**	✔ ask questions to clear up confusing information **W1(550), L2(78),** ✔ be attentive and show interest during listening or viewing activities **L1(63)**	✔ ask relevant questions to clarify understanding and to have information explained **L2(78), R2(318)** ✔ show enjoyment and appreciation during listening and viewing activities **CK(1), C1(2), C2(29)**	➜ ***rephrase, restate and explain the meaning of oral and visual presentations*** **S5(246)** ➜ ***identify and set purposes for listening and viewing*** **L4(54)**

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

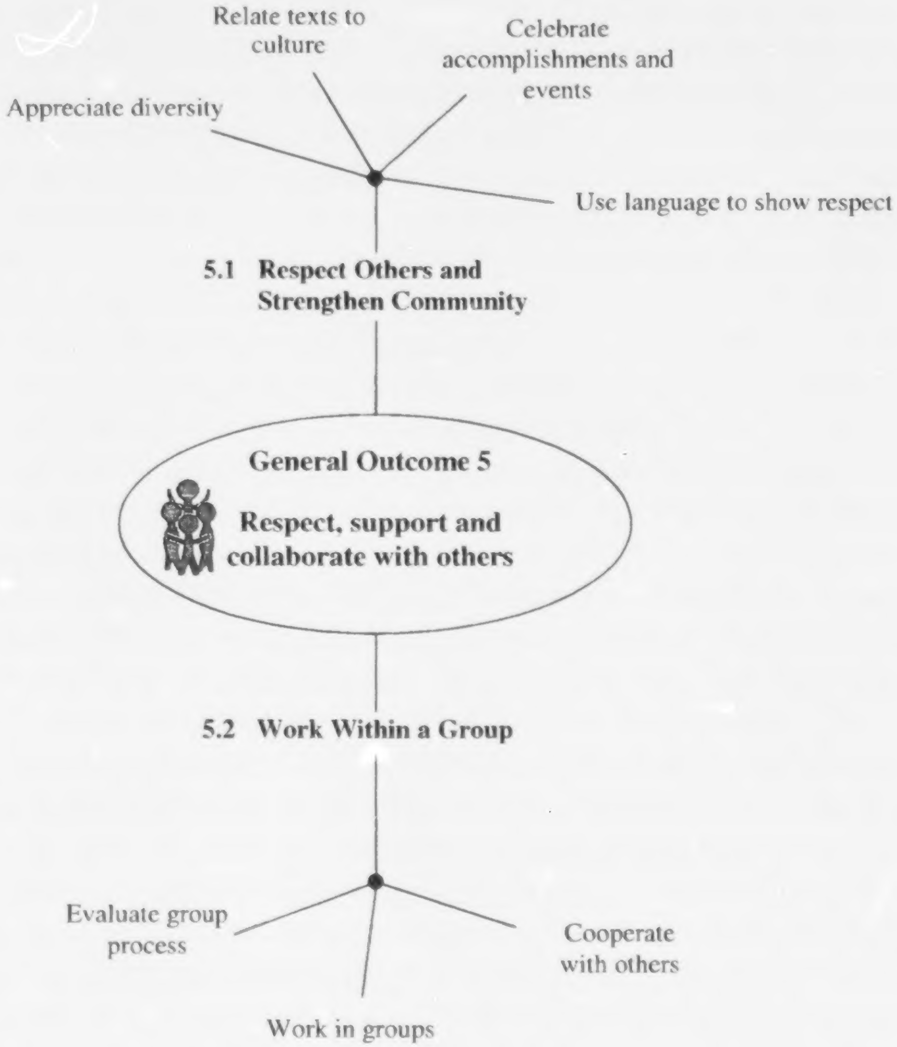
Grade 4	Grade 5	Grade 6
Present information		
✔ present ideas and information, on a topic of interest, to peers in a well-organized form **S4(199), W4(431, 489, 490)**	✔ organize ideas and information in presentations to maintain a clear focus and engage the audience **S4(199), W4(429, 430, 489, 490), S6(216)**	✔ use various styles and forms of presentations, depending on content, audience and purpose **W5(214), W6(435)**
Enhance presentation		
✔ add interest to presentations through the use of props, such as pictures, overheads and artifacts **S4(220, 240, 241)**	➜ ***use effective openings and closings that attract and sustain reader or audience interest*** **W6(627)**	✔ emphasize key ideas and information to enhance audience understanding and enjoyment **S6(155)**
Use effective oral and visual communication		
✔ adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities **S3(238)**	✔ adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention **S3(238)**	✔ demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication **S6(155)**
Demonstrate attentive listening and viewing		
✔ connect own ideas, opinions and experiences to those communicated in oral and visual presentations **L3(64, 109)** ✔ give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations **S2(150)**	✔ identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter **L4(54), S4(212, 213), R4(299, 300)** ✔ show respect for the presenter's opinions by listening politely and providing thoughtful feedback **L3(153)**	• ***identify the tone, mood and emotion conveyed in oral and visual presentations*** ✔ respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments **L5(154)**

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Grade 7	Grade 8	Grade 9
Present information		
✔ present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions **S7(156, 168), C9(38)**	✔ plan and facilitate small group and short, whole class presentations to share information **C8(37)**	✔ select, organize and present information to appeal to the interests and background knowledge of various readers or audiences **S9(222, 244)**
Enhance presentation		
• ***clarify and support ideas or opinions with details, visuals or media techniques***	✔ present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience **W7(438, 439), W8(440)**	✔ choose appropriate types of evidence **W8(440)** and strategies to clarify ideas and information, and to convince various readers and audiences **S9(222, 244)**
Use effective oral and visual communication		
• ***identify and use explicit techniques to arouse and maintain interest and to convince the audience***	• ***plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications***	✔ integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations **S9(222, 244)**
Demonstrate attentive listening and viewing		
✔ listen and view attentively to organize and classify information and to carry out multistep instructions **L7(101)**	✔ anticipate the organizational pattern of presentations, and identify important ideas and supporting details **L7(51, 52)**	• ***follow the train of thought, and evaluate the credibility of the presenter and the evidence provided***
• ***ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding***	✔ use appropriate verbal and nonverbal feedback to respond **S4(165), S5(154), S6(167, 181), S7(156, 168), L8(80)**	• ***provide feedback that encourages the presenter and audience to consider other ideas and additional information***

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



General Outcome 5

Respect, support and collaborate with others

5.1 Respect Others and Strengthen Community

- Appreciate diversity
- Relate texts to culture
- Celebrate accomplishments and events
- Use language to show respect

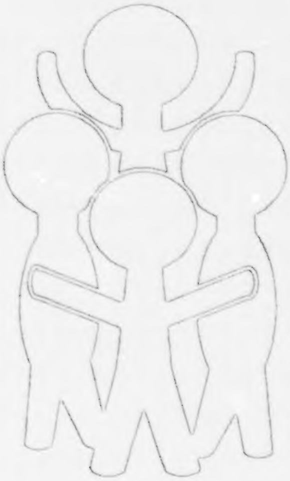
5.2 Work Within a Group

- Evaluate group process
- Work in groups
- Cooperate with others

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



Language is necessary for working together. Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and strengthen community. In every classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In this way, students share perspectives and ideas, develop understanding and respect diversity.

Students learn that language is important for celebrating events of personal, social, community and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Grade 12, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise and celebrate their achievements and growth.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

5.1 *Respect Others and Strengthen Community*

Kindergarten	Grade 1	Grade 2	Grade 3
Appreciate diversity			
✔ explore personal experiences and family traditions related to oral, print and other media texts **SK(195, 266), L1(135), S1(196, 266), R1(410)**	✔ share personal experiences and family traditions **S1(196, 266)** related to oral, print and other media texts **L1(135), S1(196), R1(410)**	➜ *discuss the experiences and traditions of various communities portrayed in oral, print and other media texts* **C6(21)** ✔ ask for and provide clarification and elaboration of stories and ideas **L2(78), R2(318), S2(150)**	➜ *describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts* **C6(21)** ✔ retell, paraphrase or explain ideas in oral, print and other media texts **L3(96, 126), R3(361, 393, 394)**
Relate texts to culture			
• *explore oral, print and other media texts from various communities*	• *talk about other times, places and people after exploring oral, print and other media texts from various communities*	• *discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities*	• *identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities*
Celebrate accomplishments and events			
• *share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments*	• *share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments*	➜ *participate in shared language experiences to acknowledge and celebrate individual and class accomplishments* **C4(31)**	➜ *use appropriate language to acknowledge and celebrate individual and class accomplishments* **W4(624)**
Use language to show respect			
✔ use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns **SK(174), S1(175)**	➜ *use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns* **S3(153, 164)**	✔ adjust own language use according to the context, purpose and audience **C1(28), S2(177), S3(164, 178), S4(165)**	✔ demonstrate respect for the ideas, abilities and language use of others **L3(153)**

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 *Respect Others and Strengthen Community*

Grade 4	Grade 5	Grade 6
Appreciate diversity		
➜ ***describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts*** **L5(117), C6(10)**	✔ discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts **L5(117), C6(10)**	✔ compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts **L5(117), C6(10)**
✔ appreciate that responses to some oral, print or other media texts may be different **S3(153)**	• ***compare own and others' responses to ideas and experiences related to oral, print and other media texts***	• ***share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts***
Relate texts to culture		
• ***identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities***	• ***identify and discuss how qualities such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities***	✔ identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas **C6(9, 10, 21)**
Celebrate accomplishments and events		
✔ use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom **W4(624)**	✔ select and use language appropriate in tone and form to recognize and honour people and events **S3(164), S4(165), W4(624), S5(166, 181), S6(244)**	✔ use appropriate language to participate in public events, occasions or traditions **S3(164), S4(165), S5(166, 181), S6(167)**
Use language to show respect		
✔ identify **L4(165)** and discuss differences in language use in a variety of school and community contexts	✔ determine and use language appropriate to the context of specific situations **S3(164), W4(624), S4(165), S5(165, 183),**	✔ demonstrate respect by choosing appropriate language and tone in oral, print and other media texts **S4(165), S6(167, 181, 244)**

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Grade 7	Grade 8	Grade 9
Appreciate diversity		
✔ discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts **C6(9, 10, 21)**	• ***compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts***	✔ examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts **C9(14)**
• ***explain how differing perspectives and unique reactions expand understanding***	• ***clarify and broaden perspectives and opinions, by examining the ideas of others***	• ***take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others***
Relate texts to culture		
• ***identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities***	➜ ***compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history*** **R9(312)**	✔ analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history **R9(312)**
Celebrate accomplishments and events		
✔ select and use appropriate form **S4(165)** and tone **S6(155)** for specific audiences to celebrate special events and accomplishments	✔ participate in organizing and celebrating special events, recognizing the appropriateness and significance of the language arts **C8(37)**	• ***explore and experiment with various ways in which the language arts are used across cultures, age groups and genders to honour and celebrate people and events***
Use language to show respect		
• ***demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts***	✔ use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities **S4(165)**	• ***create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures***

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 *Work Within a Group*

Kindergarten	Grade 1	Grade 2	Grade 3
Cooperate with others			
✔ participate in class and group activities **CK(1, 27)** • ***find ways to be helpful to others***	➜ ***work in partnerships and groups*** **S3(210), W3(428)** ✔ help others and ask others for help **W1(550)**	➜ ***work in a variety of partnerships and group structures*** **L3(210), W3(428)** • ***identify ways that class members can help each other***	✔ work cooperatively with others in small groups on structured tasks **L3(210), W3(428)** ✔ identify and seek help from others who can provide assistance in specific situations **W3(478)**
Work in groups			
• ***ask and answer questions to determine what the class knows about a topic*** ✔ listen to others' ideas **LK(45)**	➜ ***ask questions and contribute ideas related to class investigations on topics of interest*** **S2(78, 109, 150, 210), R2(318), W2(427, 453)** ➜ ***take turns sharing ideas and information*** **S3(210), W3(428)**	✔ contribute relevant information and questions to extend group understanding of topics and tasks **W2(427, 453)** • ***stay on topic during class and group discussions***	✔ contribute ideas and information on topics to develop a common knowledge base in the group **S3(210), W3(428)** • ***ask others for their ideas, and express interest in their contributions***
Evaluate group process			
• ***respond to questions about personal contributions to group process***	• ***recognize personal contributions to group process***	• ***recognize own and others' contributions to group process***	✔ assess the effectiveness of group process, using pre-established criteria **S3(210), W3(428)**

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 *Work Within a Group*

Grade 4	Grade 5	Grade 6
Cooperate with others		
✔ take responsibility for collaborating with others to achieve group goals **S3(210)**, **W3(428)** ✔ ask for and provide information and assistance, as appropriate, for completing individual and group tasks **S3(210)**, **W3(428)**, **W4(477)**	• ***accept and take responsibility for fulfilling own role as a group member*** • ***discuss and decide whether to work individually or collaboratively to achieve specific goals***	✔ assume a variety of roles, and share responsibilities as a group member **S5(228)**, **W5(432)**, **S6(229)**, **W6(434)** ✔ identify and participate in situations and projects in which group work enhances learning and results **C6(35)**
Work in groups		
✔ share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions **S3(210)**, **W3(428)** ✔ use brainstorming, summarizing and reporting to organize and carry out group projects **S3(210)**, **W3(428)**	• ***formulate questions to guide research or investigations, with attention to specific audiences and purposes*** • ***contribute ideas to help solve problems, and listen and respond constructively***	• ***contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations*** • ***address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative***
Evaluate group process		
✔ assess group process, using established criteria, and determine areas for improvement **S3(210)**, **W3(428)**, **W5(432)**	✔ show appreciation for the contributions of others, and offer constructive feedback to group members **S5(154)**, **S6(162)**	✔ assess own contributions to group process, and set personal goals for working effectively with others **S6(162)**

5.2 Work Within a Group

	Grade 7	Grade 8	Grade 9
Cooperate with others			
	✓ contribute collaboratively in group situations, by asking questions and building on the ideas of others **C7(36)**	• *propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group*	• *contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others*
	✓ take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs **S5(228)**, **W5(432)**, **S6(229)**, **W6(434)**	• *use opportunities as a group member to contribute to group goals and extend own learning*	✓ discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals **W6(434)**
Work in groups			
	• *contribute ideas, knowledge and questions to establish an information base for research or investigations*	• *contribute ideas, knowledge and strategies to identify group information needs and sources*	• *generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations*
	• *assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view*	• *organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frame, and reviewing progress*	• *share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives*
Evaluate group process			
	✓ evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement **S6(162)**	• *evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement*	✓ establish **W9(442)** and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement **S6(162)**

PART TWO

English Translation of Français Program of Studies (K to 9)

English Translation of Français Program of Studies (K to 9)

Kindergarten

Culture

(1) Show appreciation for activities related to nursery rhymes, songs and stories

- react favorably to the proposed activity
- participate willingly in the activity
- show an interest in words and sounds
- imitate modeled gestures willingly
- hum familiar tunes spontaneously

(27) Participate in games based on nursery rhymes or related to familiar songs

- participate in activity willingly
- learn nursery rhymes or songs (in part or in full)
- imitate modeled gestures willingly

Oral Communication

Listening

(45) Adjust behavior for proper listening

- cease activity
- look at the speaker

(46) Make predictions about content from illustrations and pictures that accompany an oral presentation in order to guide listening

- recognize that illustrations and pictures support meaning
- describe what is seen
- give meaning to illustrations and pictures
- imagine what the content might be

(60) Use illustrations to support understanding

- establish relationships between the intended message and interpretation of the illustration

(61) Use gestures and voice volume to support understanding
- establish relationships between the message and the interpretation of the gestures (e.g. anger, surprise, etc.) and the volume of the speaker's voice (whisper, yell, etc.)

(93) Determine the overall meaning of a message
- summarize, in one sentence, the main idea conveyed by an illustration
- describe the meaning of a symbol

(123) Determine the overall meaning of an illustrated story read aloud and accompanied by gestures
- in a few sentences, tell the main actions of the story

Speaking

(174) Use appropriate vocabulary to situate objects or persons in relation to one another
- objects (under, on top, beside, etc.)
- persons (relations, social titles, job titles)

(195) Talk about topics from own immediate environment such as everyday activities and choice of media
- in a few sentences tell about an event, a TV program, a book, a song, etc.

(265) Present information using objects, photos, or drawings
- provide some characteristics of the object
  - to whom it belongs
  - how it was acquired
  - how to use it
  - why it is special

- provide a few characteristics of a photo or drawing
  - circumstances surrounding the photo or picture (who took the photo, who drew the picture, what the occasion was, etc.)
  - why it is special

Reading

(294) Recognize that writing consists of illustrations and symbols that provide meaning
- distinguish illustrations from symbols in the text
- understand that illustrations support meaning
- use illustrations as cues to meaning when previewing a text

(314) Use cues such as illustrations to give the impression of reading
- interpret the illustrations
- use vocabulary, style, and tone as if actually reading

(358) Determine the overall meaning of a message contained in an illustration or symbol in own environment
- in one sentence, summarize the overall message conveyed by an illustration
- describe the function of a symbol

(390) Use illustrations to determine the overall meaning of a story
- in a few sentences, summarize the main action conveyed by the illustrations

Writing

(451) Use familiar letters to express ideas
- say the word silently or aloud
- recall knowledge of the relationship between letters and the sounds they produce
- use familiar letters to write a word

(549) Consult a model to verify the order of letters in a word
- compare the number of letters in the word with the model
- verify the correspondence of each letter according to form and order
- make necessary changes

(615) Express ideas using drawings and approximations of letters or words

(616) Reproduce a word such as own name

(650) Express own imaginary world using drawings, approximations of letters, actual letters and words

Grade 1

Culture

(2) Select stories previously read, heard or viewed to hear or view again for pleasure
- ask to be read to
- choose to go to reading, listening and viewing centers

(28) Participate in class activities in French
- participate in making group decisions
- interact with peers and teacher using everyday vocabulary and vocabulary studied in the classroom

Oral Communication

Listening

(47) Make predictions about the content of an oral presentation using the title or announcement of the topic
- describe what the title calls to mind
- recall what is known about the subject
- imagine what the content might be

(62) Use paralinguistic cues to support understanding
- establish relationships between the intended message and interpretation of the gestures, delivery (quick, frequent pauses, etc.), intonation (raises doubts or questions, conveys assertiveness or insistence, etc.), and so on

(63) Pay attention to the speakers to maintain concentration
- be attentive
- look at the speaker for visual cues (gestures, facial expressions, etc.)

(94) Recall some details on a topic
- name the topic and identify certain details that relate to the topic

(107) Follow simple directions
- carry out the task proposed in the oral presentation

(124) Determine the overall meaning of an illustrated story conveyed by various media texts
- in a few sentences, tell the main actions in the story

(135) Respond to a story by establishing relationships between certain elements of the story and personal experience
- think about own reaction to story
- choose an element of the story and relate it to an event or person in own life, or someone encountered in previous reading experiences, etc. Share that experience with others

(143) Determine the message of a poem or a song
- in one word, summarize the topic

(148) Pay attention to the speaker in order to show interest and tap into paralinguistic cues
- lend an attentive ear
- look at the speaker, if necessary

(149) Use visual cues, delivery and intonation to support understanding
- establish relationships between the intended message and interpretation of the gestures, delivery (e.g. fast, riddled with pauses), intonation (e.g. raises doubt or questions, conveys assertiveness)

Speaking

(175) Use appropriate words or expressions to speak about the world around him
- name familiar people, objects or animals

(196) Talk about family events and experiences
- name the person(s) concerned
- describe the highlight of the event or experience

(209) Brainstorm to explore topic-related vocabulary
- recognize the importance of brainstorming to explore a given topic
- say words that come to mind when a topic is mentioned

(237) Ensure that the audience can see visual supports and gestures
- move the objects and illustrations so that the audience can see what the student wishes to present
- stand in front of the audience so that it can see the gestures

(266) Talk about a personal experience or event
- name the person(s) involved.
- describe the highlights of the event or experience

(281) Improvise a short dialogue for a puppet show or a role play

Reading

(295)	Recognize that reading may meet various needs - recognize that the environment (setting) and events provide cues for the reading context - associate cues provided by the surrounding environment and events with the reading purpose
(296)	Make predictions about the content of a text using the title and illustrations to guide reading - recognize that the title and illustrations support meaning - describe what the title brings to mind - describe what is seen - interpret the illustrations - imagine what the content might be
(315)	Use illustrations to support comprehension - establish relationships between the text and its illustrations - use information gathered from illustrations to fill in gaps in understanding
(316)	Use knowledge of the concept of a sentence to support comprehension - recognize the function of letters - recognize the roles of spaces between words - recognize that a sentence is made up of words that are linked by meaning
(359)	Determine the overall meaning of an illustrated text - summarize the main points of a text, name the event, people involved, feelings, place, objects, etc.
(391)	Determine the overall meaning of an illustrated story - summarize the main action
(409)	Respond to a story considering personal experience - choose an element of the story that elicited own response (a familiar character, an event that the student or someone the student knows has also experienced) and describe how it compares to own personal experience

Writing

(426)	Brainstorm to explore topic-related vocabulary - say words that come to mind when a topic is mentioned
(452)	Express ideas using words displayed in the environment - find the display or text that contains ideas similar to own

- use illustrations to find necessary vocabulary
- recall knowledge of written language to find a specific word
- copy the word correctly (from the model provided)

(501) Use a model to verify the order of words in a sentence

(550) Use a model or resource person to verify spelling
- identify the word or words with doubtful spellings
- choose the reference that seems the most appropriate
- verify the correspondence between the written word and the model
- make necessary changes

(576) Check spelling by consulting a word list or class posters

(591) Ensure proper spacing of letters within a word and words within a sentence

(601) Discuss how a writing project was carried out

(617) Using a model or another point of reference, construct a few sentences that express a need or an emotion, or that describe a fact

(651) Write a short text using a repetitive structure

(652) In a few sentences, write an ending to a story that was previously heard, or composed as a group

Culture

(3) Share appreciation of a book with peers
- bring books from home or the library and talk about them with peers
- take advantage of opportunities offered to talk about favorite books

(29) Participate in group renditions of songs based on popular and traditional children's tunes
- participate in activity willingly
- learn the lyrics (in part or in full)
- imitate modeled gestures willingly

Oral Communication

Listening

(48) Make predictions about the content of an oral presentation from the listening context
- recognize the context
- establish a relationship between what the title or announcement of the topic and the activity in progress call to mind
- imagine what the content might be

(78) Ask a question for clarification
- recognize that what was heard is not clear
- identify the element that posed the problem
- formulate a question for clarification

(87) Think about the importance of being well prepared to undertake a listening task and discuss the outcome of this thinking process

(95) Identify various aspects of a topic
- name the topic and list the various aspects discussed, the steps in making something, or the highlights of an event
- name the problem and identify the solution(s)

(109) React to information by expressing own preference and interest in an aspect of a given topic
- tell whether the text presents new ideas
- tell whether the text answers own questions

- tell whether the character's reactions, opinions, or feelings resemble own
- given a choice, express preference for a given aspect of the topic
- tell which character is most/least liked

(125) Relate the action of a story considering the initiating incident
- in a few sentences, relate the main action and the incident that initiated it

(136) Respond to an oral presentation by expressing preference and interest
- tell whether the text presents new ideas
- tell whether the character's reactions, opinions, or feelings resemble own
- tell which character is most/least liked

Speaking

(150) Ask questions for clarification
- recognize that what is heard is not clear
- identify the element that poses a problem
- formulate a question for clarification

(176) Use appropriate words or expressions to describe objects, people, animals, or places
- name the object, person, animal or place involved
- identify one or more aspects of the topic (form, use, physical characteristics, habitat, function of a building, etc.)
- use correct terms to describe it

(177) Use appropriate words or expressions to describe feelings, emotions, tastes, and preferences
- express emotional state (I am sad, I am angry, I am happy, etc.)
- express physical state (I am sick, I am hungry, My… hurts, etc.)
- express tastes and preferences (I like, I prefer, I choose, etc.)

(197) Talk about a school or community event or experience
- name the person(s) involved
- describe the circumstances surrounding the event/experience (place, time, etc.)
- describe the highlights

(210) Brainstorm to explore various aspects of a topic
- bring out certain aspects of a topic and related vocabulary

(255) Use complete sentences

(Note to teacher: take into account particular aspects of the spoken language.)

(275) Express tastes and preferences and give reasons
- name the person, animal, object or event that elicits a reaction.
- find reasons for such a reaction and share them

(276) Express feelings and emotions
- name the person, animal, object or event that elicits reactions.
- use appropriate vocabulary to name feelings or emotions
- describe the sensations, images, and memories elicited by these feelings or emotions

(285) Read a familiar text to a small group using expression

Reading

(297) Make predictions about the content of a text from the topic and circumstances surrounding the reading activity
- name the topic
- recall what is known about the topic
- recognize the reading context
- establish a relationship between the reading activity and the topic
- imagine what the content might be

(317) Ask questions to better understand a text
- recognize that there is a gap in comprehension
- identify, with or without help, the element that poses a problem
- recall strategies to re-establish comprehension
- formulate questions to clarify elements that pose a problem if the problem persists

(360) Identify aspects of a familiar topic featured in an illustrated text
- identify the topic and various related aspects (e.g. steps in an art project, highlights of an event, etc.)
- identify the problem and solution(s)

(381) React to a topic by expressing preferences or interests in a particular aspect of the topic
- tell whether the text answers his questions
- tell whether the text contains new ideas
- tell whether the reactions, opinions or feelings of the characters resemble own
- tell, given a choice, which is preferred
- tell which character is preferred or liked the least

(382) Follow simple directions
- carry out the task suggested in the text

(392) Tell the action considering the initiating incident
- summarize the main action by describing the initiating incident

(410) React to the action considering personal experience
- become aware of own reaction to the action
- choose one or more actions in the story that elicited a particular response and compare to own experience

(419) Recognize sound play in words or groups of words in poetry
- identify words or groups of words with assonance
- identify words or groups of words that create particular effects

Writing

(427) Brainstorm to explore various aspects of a topic
- mention topic-related words and images
- categorize elements according to various aspects of the topic

(453) Express ideas using words gleaned from brainstorming
- recall the topic and related aspects explored during brainstorming
- use reference points such as illustrations accompanying the word or knowledge of the written language to find a specific word
- verify whether the word expresses the idea in question
- write the word using a model

(454) Formulate hypotheses about spelling using knowledge of graphemes and phonemes
- recognize the relationship between oral and written language
- pronounce the word silently or quietly
- establish a correspondence between phonemes and graphemes
- use letters to transcribe word phonemes into graphemes
- check hypotheses during the verification process

(466) Use proper terminology for names of letters of the alphabet and the most common orthographical signs

(551) Verify the spelling of words by consulting a theme or sound-based word bank, familiar texts or a visual dictionary
- identify the word(s) with doubtful spellings;
- choose an appropriate reference
- verify the correspondence between the written word and the model
- make necessary changes

(577) Consult a word bank, text or visual dictionary to verify the spelling of words

(592) Ensure that printing is legible

(602) Discuss methods used to spell words correctly

(653) Write several sentences describing the action and denouement of a story

Culture

(4) Discuss certain characters from children's literature based on personal experience
- be aware of reaction to the actions and feelings of the characters
- use personal experience to identify passages and explain the reaction.

(5) Given a few books, choose and present a favourite
- name the books that were of particular interest
- identify a favourite
- outline its contents
- describe the main idea of the book and justify the choice of book with reference to the topic, action, illustration and writing style

(30) Describe experiences in French
- realize that some activities can be experienced only in French
- describe the specifics of such activities (participation in a particular summer camp, festival, club, etc.). Name the people involved. Describe a particular instance of such an experience or tell an anecdote. Describe the emotions felt at that time.

Oral Communication

Listening

(64) Establish relationships between the content of an oral presentation and prior knowledge of the topic to support comprehension
- access prior knowledge and predictions made during the planning stage of the listening task
- compare prior knowledge with new information
- modify understanding of the subject if necessary

(96) Find information related to one aspect of the topic
- identify the aspect covered and all the information related to this aspect of the topic

(110) React to an oral presentation by establishing relationships between prior knowledge and new information
- make comparisons
- put a new piece of information into words
- reach a new understanding of the topic

(126) Determine the overall meaning of a story consisting of a number of episodes
- relate, in own words, the main actions taken by the characters to solve a problem, get out of a compromising situation, etc.

Speaking

(153) Respect others when they speak
- wait own turn to speak
- ask permission to add ideas

(164) Use customary expressions when addressing someone
- greet the person
- use the person's name

(178) Use appropriate words or expressions to relate an event
- identify the event (a visit, a trip, an accident, etc.)
- identify the setting (place, time) and people involved using correct terms (the cultural centre, in front of the hospital, last week, the fireman, etc.)

(198) Talk about events or experiences related to own involvement in various games and leisure activities
- name the person(s) involved
- explain the objective of the game or describe the leisure activity
- describe the most important rules
- describe a particular moment or anecdote related to the game or leisure activity

(211) Establish, with the teacher, the parameters and criteria of a communication project
- specify production conditions such as:
  - group work rules
  - distribution of roles
  - on-task behavior
  - right to speak
  - work environment (voice volume and clean up)
  - production stages
  - timeline (time allotted for each step)
  - presentation schedule
- establish production criteria to ensure that the message is understood
  - minimum amount of information needed
  - elements of prosody to be taken into account
  - use of visual supports (to support own presentation, etc.)

(238) Following the teacher's instructions, adjust delivery and voice volume appropriately
- recognize the importance of adjusting delivery and volume to meet the needs of the audience
- look at the teacher occasionally for approval
- make adjustments when necessary

(248) Ensure liaison between:
- a determiner and a noun (e.g. *un animal*)
- an adjective and a noun (e.g. *un bon ami*)
- a pronoun and a verb (e.g. *ils ont*)

(267) Describe several aspects of a reality
- identify the people, animals, objects and places to be compared
- target certain common traits such as physical characteristics, animal habitat, function of a building, etc.
- establish similarities and differences using precise vocabulary

(287) Relate an event or personal experience by presenting the persons involved, actions and important highlights

Reading

(318) Consider gender, number and type of determiners to support comprehension:
- recognize that determiners provide information about:
  - the gender and number of nouns to which they relate
  - possession (possessive adjective)
  - the designated object (demonstrative adjective)
- establish relationships between the information provided and the nouns to which they relate

(319) Use a number of cues or strategies to recognize or identify a word:

- **Visual cues**
  - recognize the words contained in logos in own surroundings using cues such as physical context and word length (K)
  - instantly recognize words from cues such as form and initial letters (1):
  - instantly recognize a word using a combination of word form and other distinct characteristics (2/3)
  - check if the word fits the context

- **Semantic cues**
  - use cues provided by illustrations
  - refer to overall meaning of the sentence to identify a word

- **Syntactic cues**
  - use knowledge of the concept of a sentence
  - recognize the relevance of word order in a sentence
  - use knowledge of word function in a sentence
  - construct the overall meaning of the sentence based on cues

- **Correspondence between oral and written language (K)**
  - recognize the regular connection between letters and sounds
  - recognize letters
  - associate letters with their sounds

- **Syllables**
  - recognize that a syllable is combination of two or more letters
  - recognize that decoding is a method used to identify words
  - understand the correspondence between graphemes and phonemes:
    - simple syllables i.e. (CV) (Grade 1)
    - complex syllables (CVC, VC, CCV, CVV) (Grade 2)
    - uncommon syllables (CVVV, CVVC, CCVC, CCVVC, etc.) (Grade 3)
  - check if the identified word fits the context

(320) Use prior knowledge of a topic while reading to support understanding
- recall prior knowledge
- construct meaning by establishing relationships between what is already known about the subject and what is being read

(356) During a discussion, explain which strategies are used to understand a text
- preparation needed
- problem-solving methods
- difficulties encountered
- how difficulties are overcome
- what is done to read and understand a new word
- what goes on mentally when reading or solving a reading problem

(361) Identify aspects featured in an illustrated text introducing one or more unfamiliar aspects
- identify the topic and list various related aspects (e.g. the steps in an art project, highlights of an event, etc.)
- identify the problem and solution(s)

(383) React to a text by establishing relationships between new information and prior knowledge
- make comparisons
- put a new piece of information into words
- reach a new understanding of the topic

(393) Establish relationships between the initial incident and further action

- describe how the initial incident can rouse the main character to action
- describe how the main character solves his problem

(394) Describe the characters

- describe physical characteristics of the main characters
- describe character traits of the main character

(411) React to characteristics of the characters considering personal experience

- become aware of own reaction elicited by the character's actions and feelings
- find reasons for this reaction based on personal experience
- find passages in the text that explain this reaction

Writing

(428) Together with the group, establish the parameters of a writing project along with the criteria for producing it

- sort out the production conditions
  - group or individual work
  - group rules
- task distribution
- on-task behavior
- right to speak
- working conditions (voice volume and clean up)
  - production stages
  - potential sources of information
  - time allowed to complete the project, etc.
- together, identify the criteria that will ensure quality work
  - minimum amount of information required
  - minimum requirements for form
- explore final presentation formats
- establish a code to note questions during writing
- establish mechanisms to facilitate editing

(455) Rely on experience with oral language to write sentences

- understand that a relationship exists between spoken and written language
- formulate an idea mentally
- transcribe the idea

(467) Use proper terminology for:

- word, common noun, proper noun, sentence, capital and period, compound subject, compound verb, object, adjective

(478) Verify word choice and expressions according to meaning to be conveyed
- question the meaning of words or expressions that seem inappropriate
- replace with another term(s)
- consult a reference work or resource person if difficulties persist
- make necessary changes

(488) Verify the organization of a sentence according to the meaning to be conveyed
- check if the sentence makes sense
- check if it corresponds with what was meant to be said
- check if word order and functional groups clearly express the thought
- make necessary changes

(502) Verify word order in the following sequences:
- determiner – adjective – noun
- determiner – noun – adjective
- find the adjective and check its position in relation to the determiner and noun
- move the words around, if necessary

(519) Verify use of capital letters and periods in simple sentences
- recognize that a capital letter marks the beginning of a sentence and a period the end
- using meaning, knowledge of the spoken language and a model, find sentences and make sure that they start with a capital letter and end with a period

(529) Modify a sentence to clarify or enrich it using an object or complement/object group
- find sentences that contain only one subject group and one verb group
- read each sentence to determine if it is possible to clarify or enrich it by adding an object or complement/object group
- add the object or complement/object group that seems the most appropriate
- reread the sentence to check if it truly reflects own thought

(552) Verify the spelling of words using phonetics and visual memory
- identify doubtful spellings
- compare possible phonetic misspellings with known words that have the same sound
- verify letter-sound correspondence
- try to visualize the letters of the word
- write the word and check if it resembles a familiar word
- make necessary changes

(578) Consult a thematic dictionary or a beginning dictionary
- to understand the meaning of a word
- to verify spelling

- to verify gender depending on the determiner that accompanies the word

(603)	Discuss the steps taken to complete a writing task
(621)	Write a short text with a topic and a few details
(622)	Write a short text that expresses preferences and interests and gives reasons
(654)	Write a short narrative text from a prompt
(655)	Write a short descriptive text with an emphasis on sound

Culture

(6) Discuss works by the same author or from the same collection

- explain why that author is interesting (action, writing style, characters recurring in several books, etc.)
- explain why that collection is interesting (level of reading difficulty, genre, topics, etc.)

(7) Share appreciation of various children's songs

- react favourably to the activity
- show an interest in the lyrics, message, author
- suggest listening to songs in class

(31) Participate in group songs appropriate to different occasions such as birthdays, anniversaries and other celebrations

- create a repertoire of songs to celebrate events
- choose the song(s) to suit the occasion
- invite peers to sing or accompany peers in song.

Oral Communication

Listening

(54) Establish a purpose for listening to focus concentration and guide the listening project

- realize that the context of the information heard is embedded in the title, topic and illustrations
- to gain an understanding of the listening task, take into account the information gathered from the project context, title, topic and illustrations

(65) Create mental images to support comprehension

- visualize information conveyed by key words and prior knowledge
- use new cues to develop mental images throughout the listening project

(66) Use key words, repetition, examples and comparisons to support understanding

- **Recognize that:**
  - key words (topic-related vocabulary, transitional phrases, etc.) guide comprehension

- repetition marks emphasis
- examples illustrate content
- comparisons indicate similarities and differences

- **Identify these cues in the oral presentation**
  - use these cues to reconstruct the meaning

(67) Make predictions while listening
- form new predictions based on what is heard

(69) Use knowledge about transitions to establish relationships within and between sentences
- recognize that transitions help establish such links
- identify transitions
- understand the links established between the words of a sentence or between sentences

(70) Use knowledge of narrative structure to follow events in a story
- recognize that the narrative structure provides information about the organization of a text
- organize the information heard, based on features of the narrative structure

(88) Consider the importance of using previous experience and knowledge before and during a listening activity and verbalize the product of this reflection

(97) Identify the steps of a task
- identify the sequence of steps in an art project, recipe, grammar rule, etc.

(116) Discuss marketing strategies used to advertise children's products
- observe the use of linguistic devices such as slogans, generalizations, and key words
- observe the use of techniques such as reference to celebrities, animated figures, etc.
- observe the use of visual advertising techniques such as colour, shape, font size, relationship of object size in advertisements to actual size, etc.
- share observations

(127) Identify the chain of events in a narrative
- recall the sequence of actions the characters use to solve a problem or get out of a compromising situation

(144) Use personal experience to understand a poem or song
- monitor reaction to the song/poem and explain this reaction using cues from the song/poem and personal experience
- explain the personal meaning of the poem or song

(151) Use key words, repetition, examples and comparisons to support comprehension:
- recognize that:
  - key words guide comprehension
  - repetition marks emphasis
  - examples illustrate content
  - comparisons present similarities and differences
- identify these in the oral presentation and interpret them

(165) Use *tu* and *vous* appropriately
- identify the characteristics of the target audience (i.e. one familiar/unfamiliar person, many people)

(179) Use appropriate words or expressions to establish comparison and contrast
- use words that mark comparison
- use sentence structures that establish a comparison

(180) Use appropriate words or expressions to relate a sequence of actions in an event
- use words that indicate chronology to link stages of the event

(186) Use idiomatic expressions based on the comparison of familiar objects
- e.g. *rouge comme une tomate, lent comme une tortue, têtu comme une mule*

(199) Talk about an anticipated event or unexpected experience
- name the person(s) involved
- name the time, place, duration, or circumstances prompting involvement in this experience
- describe the event or experience in proper sequence
- establish relationships between stages of the event/experience
- express feelings toward the event/experience or explain reaction to it (what is upsetting, surprising, amusing, etc.)

Speaking

(212) Specify the purpose of communication
- determine the reason for communicating a message, based on the listening context, topic and choices offered

(213) Identify the target audience
- choose who the message is directed to
- find out who the anticipated audience will be

(220) Anticipate the material needed to support a presentation

- select material that:
  - can be used as accessories or props for a demonstration or play
  - helps the audience understand (illustrations, graphics, etc.)
  - can be used as memory aids

(239) Take advantage of materials chosen to support the presentation

(240) Look at the audience during a presentation

- consider the importance of eye contact with the public during a presentation
- take advantage of passages where the content is familiar or eye contact is required to present materials

(241) Maintain proper posture

- understand the importance of posture in the projection of a positive self- image
- adopt the posture appropriate to the type of presentation being given

(249) Use basic verb tenses (past, present or future) to express experiences clearly

(268) Make a comparison using various elements of a topic

- identify the people, animals, objects or places to be compared
- target certain common traits such as physical characteristics, animal habitat, functions of a building, etc.)
- establish similarities and differences using words that indicate comparison

(279) Give explanations or directions

- state the topic and purpose of the presentation
- describe each step in sequence using precise terms
- use transitions to establish a relationship between each step

(282) Perform a role in a skit

Reading

(298) Make predictions about the content of a text to guide reading using subtitles, graphics, and layout

- survey the text for visual features such as illustrations, graphics, and font
- establish relationships between the subtitles and the title
- interpret the graphics using the accompanying legend
- note the layout
  - consider the importance of illustrations, bold characters, italics, big letters, etc.
- imagine what the content might be using various cues

(299) Make predictions about the content of a text based on knowledge about the author, collection and publisher to guide reading

- recognize that an author
  - deals with specific topics or themes (e.g. the environment, incidents etc.)
  - sometimes presents recurring characters
  - may have a particular style (e.g. humour, mystery, popular science, etc.)
  - may concentrate on a specific genre (fairy tales, documentaries, etc.)
- recognize that a collection
  - may target a specific age group
  - may deal with specific genres and themes
- recognize that a publisher
  - may deal with specific topics, authors, and genres
- recall reading texts by the author in question according to the collection or publisher
- predict the content of a text given what is known about the author, collection or publisher.

(300) Target reading purpose

- target the reading context and purpose
- recall what is known about the topic

(321) Make predictions during reading to support comprehension

- recall what has just been read
- make new hypotheses using information provided by the text

(322) Use transitions to establish relationships in a sentence

- consider that transitions help establish relationships between items of information
- identify transitions in a sentence
- identify the nature of the relationship established between elements in the sentence to reconstruct meaning

(323) Divide sentences into segments to support comprehension and facilitate retention

- find clues that define a sentence
- regroup words into parts according to meaning
- reconstruct the meaning of a sentence using cues
- establish relationships between sentences to reconstruct overall meaning of text

(324) Use knowledge of enumerative, sequential, and narrative texts to support comprehension

- use contextual cues to identify text structure
- organize the information read based on the text structure used by the author to reconstruct the meaning of a text

(325) Establish a relationship between common personal pronouns and their antecedents to support comprehension
- recognize the role of personal pronouns
- identify personal pronouns in a sentence
- identify their function (i.e. subject or object)
- replace pronouns with the words to which they refer, in order to reconstruct the overall meaning of the sentence and the text

(362) Regroup information into predetermined categories
- classify information according to one or more common characteristics using a diagram, questions, etc.

(363) Select information needed from graphs, legends, diagrams or outlines
- select specific information from a timeline, temperature graph, etc.

(364) Identify steps in a task
- identify the steps in a craft project, recipe, grammar rule, etc.

(384) Discuss marketing strategies used for children's products
- observe:
  - the use of linguistic devices such as key words, adjectives, adverbs, etc; or
  - the use of techniques such as reference to celebrities, characters from comics or cartoons, slogans, generalizations; or
  - the use of visual techniques such as colour, shape, font size, etc. or
  - the relationship between the actual size of an object and the image the media projects
- share observations

(395) Explain the elements of a narrative
- find clues that give information about:
  - the beginning (main characters, setting, time)
  - the initiating incident (problem)
  - the development (action used to solve problem)
  - the denouement (result and falling action)

(396) Distinguish what is real from what is imaginary
- determine what is real in a narrative
- determine what is imaginary in a narrative
- classify information in a narrative on the basis of what is real and what is imaginary

(412) React to components of a narrative based on personal experience
- become aware of own reaction to various components of a narrative
- find reasons for this reaction based on personal experience
- identify the passages that explain this reaction

(420) Recognize images created in a poem
- point out the word or group of words that evoke these images

(429) Specify the writing purpose
- determine the reason for communicating a message from the topic given and choices offered

(430) Identify the target audience
- choose who the message is for or
- find out who the message will be communicated to

(431) Organize the content of a short narrative based on narrative structure

(456) Note questions about the spelling of one or more words
- use a code to help identify words with questionable spellings for later review in the editing process

(468) Use appropriate terminology for determiners (articles, possessive/demonstrative adjectives); gender; number; collective nouns; affirmative, negative and exclamatory sentences; exclamation marks; and present tense

(477) Review problematic elements in the editing process
- identify the nature of the problem using codes
- find solutions by:
    - rereading part or all of the text
    - consulting a reference work
    - consulting a peer or an expert
- apply the solution that seems most appropriate
- verify whether the solution helps to solve the problem

(479) Verify the choice of common determiners to ensure that the proper meaning is conveyed and coherence is achieved
- identify collective nouns
- verify the type of determiner (article, possessive or demonstrative adjective, etc.) used in each case
- verify if the determiner conveys the proper meaning
- verify the gender and number of the noun in each case
- verify the gender and number of the determiner that accompanies the noun
- ensure agreement in gender or number

(480) Verify the use of feminine and masculine noun forms according to the meaning to be conveyed
- identify collective nouns
- verify if the gender of the noun is appropriate, based on the intended meaning
- make necessary changes

(489) Verify the organization of ideas in a narrative text based on narrative structure

(490) Verify sentence grouping considering the various aspects of the topic or different elements in a story
- reread the text considering the development of each element and questioning the relationship between each one
- move certain sentences to facilitate coherence
- eliminate any elements which are unrelated to the topic or make reading cumbersome

(499) Verify the construction of affirmative and exclamatory sentences (comprising collective nouns, verbs, complements or predicates)
- recognize the role of affirmative and exclamatory sentences
- verify the essential parts of the sentence:
  - collective noun: determiner + noun; proper name; or pronoun
  - verb; single verb only; verb + essential complements; static verb + complement
  - check word order in sentence against usual order
  - check for an exclamation mark at the end of an exclamatory sentence

(503) Verify word order in negative sentences:
- find negative sentences
- check the two expressions (*ne* + *pas/jamais*)
- check word order
- move words if necessary

(513) Verify the use of verb tenses to describe past, present and future action
- recognize that verb tense indicates when the action is occurring
- check if verb tense selected corresponds with the development of events or facts

(520) Verify comma use in a list
- find lists of words or word groups
- use commas to separate items in a list
- join the last two items with the conjunction *et* or *ou*

(531) Use adverbs to enrich a text or make it more precise
- recognize the role of adverbs
- find verbs and adjectives that could be clarified further
- add the adverb that seems most appropriate
- reread the sentence to check whether it accurately conveys the thought

(544) Recognize and correct the most common anglicisms
- recognize that the use of precise vocabulary facilitates understanding
- recognize that some words are borrowed from English but are not accepted in French
- find anglicisms
- consult a reference source when in doubt
- replace inappropriate words with standard or proper French words

(553) Verify the use of orthographic signs
- find words that require accents, diacreses or cedillas
- check use of required signs
- make necessary changes

(554) Check the use of capital letters in proper nouns
- find names of people, common animals and places
- check use of capitals in names
- make necessary changes

(558) Verify agreement for common verbs in the present indicative when the subject immediately precedes the verb
- find the conjugated verb in the sentence
- question verb tense
- find the subject(s)
- determine the number and person of the subject
- ensure agreement using the proper verb ending

(571) Verify noun plurals ending in "s"
- find collective nouns
- check noun number
- ensure agreement in the plural by adding an "s" at the end of the noun(s)

(572) Verify noun-adjective agreement where the feminine is designated with an *e* and the plural is designated with an *s*
- find modified collective nouns
- recognize adjectives that go with collective nouns
- check gender and number of the modified noun
- ensure noun-adjective agreement in gender and number

(579) Consult a junior dictionary to verify the spelling and gender of a word

(580) Consult a reference grammar to verify the gender and number of a word

(593) Ensure that cursive writing is legible

(604) Discuss the importance of rereading to edit a text

(623) Write a text that introduces a topic and develops a few aspects of it

(624)	Write short messages such as invitations, greeting cards and thank you notes
(656)	Write a narrative that develops action

Culture

(8) Discuss actions and characters in works by the same author or from the same collection
- establish a connection between characters created by the same author (physical appearance, character traits) in various works
- establish a parallel between characters created by different authors in the same collection.

(20) Discuss the presence of the French language in our community
- observe own environment; establish the place of French in own family/school
- identify places where people from own environment can obtain services in French
- do a survey of socio-cultural activities that the community offers young Francophones in the same age group

(32) Be assertive when speaking in front of peers
- give own point of view on a topic that is important to the student (e.g. school subject, school life, classroom life, etc.)

(33) Describe projects and experiences that took place in French
- realize that some projects and experiences that take place in English can be described in French

Oral Communication

Listening

(49) Make predictions about the content of an oral presentation using diagrams, outlines, key word lists, questions, and checklists provided by the teacher to guide the listening activity
- find clues provided by:
  - diagram or outline – organization of presentation
  - key words – content information
  - questions – reference points to meet objective(s)
  - checklist – reference point to meet objective(s) and determine of the presentation
- recall what is known about the topic or story
- imagine what the content might be

(79) Reformulate information to verify comprehension
- recognize that what is heard is not clear
- target the problem
- retell in own words which part of the presentation is problematic

(98) Identify the explicit main ideas from a presentation
- identify the main point made by the speaker in various parts of the presentation

(99) Identify information that meets [his] needs
- identify steps in a recipe or science experiment, etc.
- identify highlights of an event, phases of development in a human life, etc.
- identify a person's feelings and opinions about an event, etc.

(108) Follow directions consisting of a number of steps
- carry out the task proposed in the presentations, following the order of the steps as required

(117) Discuss the realities conveyed by media images
- observe family composition: two parents and children, one parent and children, or the presence of grandparents or other family members
- observe the role of parents: responsibilities in and outside the home
- observe the role of children: responsibilities in and outside the home
- observe types of behaviour: conciliatory, aggressive, rallying, etc.
- observe the presence of different groups: different groups of Francophones, ethnic groups, groups characterized by age, job, leisure activity, etc.
- share observations

(128) Identify the elements of a narrative
- discover clues that provide information about:
  - the beginning (main characters, setting: time and place)
  - the initiating incident (problem)
  - the development (action taken to resolve the problem)
  - the denouement (result or falling action)

(137) React to an oral presentation by sharing feelings and opinions about the actions of characters
- identify the actions of the characters
- become aware of own reaction to characters
- express own opinion or share feelings
- explain own thoughts or feelings considering story elements or personal experience

(152) Reformulate information to verify comprehension
- recognize that what is heard is not clear
- retell in own words the part of the presentation that is problematic

(154) Support and encourage speakers
- realize the value of what is being said
- use words of encouragement such as: *Ça c'est intéressant, ça c'est une bonne idée*, etc.

(166) Use customary expressions to introduce a person

(181) Use appropriate vocabulary to communicate personal reactions such as surprise, enthusiasm and disbelief
- use evocative or colourful expressions

(200) Talk about events or experiences related to sports and leisure
- describe circumstances leading to involvement in a given sport or leisure activity
- describe what the activity gives a person
- tell an anecdote or describe a particular moment relating to the activity

(214) Select the content of a presentation considering purpose and topic
- identify the purpose of the presentation
- narrow the topic based on ideas from brainstorming, discussions with peers, consultation of reference works, etc.
- use ideas most likely to enhance communication

(228) Participate in establishing rules for group work
- clarify rules with respect to:
  - carrying out a task and the right to speak
  - work environment (volume of discussions, clean up)
  - assignment of roles

(246) Answer questions following a presentation
- determine the main point of the question
- reformulate the question if necessary
- decide what response to give to a fact, a comment, a point of view, an opinion, etc.

(256) Use personal pronouns as subjects considering the nouns they replace

(260) Use the auxiliary verbs *être* and *avoir* in common situations

(261) Use relative pronouns, possessive pronouns and personal pronouns appropriately

(277) Express interests and opinions
- name a person, animal, object or event that elicits a reaction.
- explain this interest or point of view.

(288) Tell a story from a prompt

(301) To guide reading, predict the content of a text using devices provided by the teacher such as a diagram, an outline, a key word list, questions, or a checklist

- identify the type of cues provided by the particular device
- imagine what the content might be, based on cues

(302) Use knowledge of the author, publisher, collection or type of media product to select a resource

- recall knowledge of an author, collection, publisher and type of media product
- imagine what content might be, based on cues gathered

(326) Use knowledge of a descriptive text to support comprehension

- use cues to identify the structure of a descriptive text
- organize the information read, based on the text structure used by the author in order to reconstruct the meaning of the text

(330) Validate explicit main ideas throughout reading

- find the topic of a paragraph
- choose the sentence that seems to represent the main idea
- determine whether other sentences in the text explain the main idea, or if they provide examples or details about the main idea. If not, choose another main idea and repeat

(331) Create mental images to support comprehension

- visualize information conveyed by key words and prior knowledge
- create mental images throughout the reading activity on the basis of new cues

(332) Make inferences to discover implied information necessary for comprehension

- recognize that making inferences is reading between the lines
- identify sentences or passages where information seems incomplete
- fill in the blanks by making hypotheses from the textual cues and own background knowledge
- identify cues and key words
- validate inferences by rereading the sentence or passage considering new information

(365) Identify the sequence of an event or the development process

- recall the highlights of an event and the developmental phases of human life, etc.

(366) Identify the explicit main ideas in a text

- find a sentence in each paragraph to summarize the main idea of that paragraph

(367) Determine the writer's purpose based on explicit cues

- interpret the author's intention (to describe his feelings about an event, take a position on a given subject, provide information on a given topic, etc.)

(385) React to a text by expressing and justifying interests and opinions on the topic

- state an opinion on certain elements of a text and explain personal thoughts by giving examples from other texts and own experience

(397) Establish relationships between the feelings of characters and their actions

- determine the feelings of characters following an action
- explain why characters feel that way using cues from the text

(413) React to the behavior of characters based on personal experience

- be aware of own reaction to a character's behavior
- find reasons for his reaction from personal experience
- note passages that explain the reaction.

Writing

(432) Participate in establishing rules for group work

- clarify rules about:
  - carrying out a task and the right to speak
  - work environment, voice volume, clean up
  - assignment of roles
  - criteria for quality work

(433) Select the content of a writing project considering the purpose and topic

- target the purpose of communication
- limit topic using ideas from brainstorming, peer discussions, and consultation of a reference work
- retain those ideas best suited to the purpose and topic

(457) Write a draft of a text to express ideas

- recognize that a draft helps the writer put ideas down on paper without being hindered by form or spelling
- elaborate on ideas

(458) Note questions as to the relevance of one or more ideas in a text

- using a code, identify ideas that seem incoherent in order to validate them later or during the editing process

(469) Use proper terminology for comma, hyphen, personal pronoun, immediate future, imperfect tense, adverb, auxiliary, past participle and synonym

(481) Verify the relevance of ideas considering the purpose and topic of the text
- identify each idea developed in the text
- verify that the developed idea achieves the purpose of communication
- verify that the developed idea relates to the topic
- make necessary changes

(504) Verify word order in the following sequences:
- subject + verb + adverb
- subject + auxiliary + adverb + past participle
- auxiliary + past participle + adverb
- adverb + adjective
- find all adverbs
- check, in each case, whether the adverb modifies a verb or an adjective
- check the position of the adverb in relation to the verb or adjective
- move words around, if necessary

(509) Verify the relationship between
- personal pronouns as subjects and the nouns that they replace to ensure coherence of the text
- find personal pronouns used as subjects
- check the gender and number of the nouns they replace
- ensure agreement
- find synonyms and the words that they replace to ensure coherence of the text
- find terms or expressions that serve to repeat information
- check if they are equivalent to the words they replace
- make necessary changes

(521) Check the use of a hyphen to break a word into syllables at the end of a line
- use a hyphen between syllables

(531) Use adverbs to enrich a text or make it more precise
- recognize the role of adverbs
- find verbs and adjectives that could be further clarified
- add the adverb that seems the most appropriate
- reread the sentence to check whether it accurately conveys the thought

(532) Use circumstantial objects to clarify or enrich a text
- recognize the role of common circumstantial objects in an adverb phrase
- locate verbs that could be further clarified
- determine the circumstantial object that seems the most appropriate by asking specific questions about time, place, manner or cause
- reread the sentence to check if it accurately conveys the thought

(539) Ensure coherence of sentences and the text as a whole by eliminating unnecessary repetition
- recognize the role of repetition in a text

- identify words or expressions that have been repeated unnecessarily
- eliminate unnecessary repetition by substituting generic terms, synonyms or pronouns
- identify and eliminate ideas that are repeated unnecessarily
- reread the modified text to verify whether it accurately conveys the thought

(545) Verify the use of the auxiliary verbs *avoir* and *être* with the past participle of common verbs
- locate verbs with auxiliaries
- question the choice of auxiliaries
- consult a reference source if in doubt
- make necessary changes

(555) Verify the spelling of words by referring to the appropriate word family and using masculine/feminine gender association
- group according to word family (e.g. *prendre* and *reprendre*)
- use masculine/feminine gender association to determine word endings (e.g. *petit* and *petite*)

(559) Verify agreement for regular verbs in the imperfect or near future tenses when the subject immediately precedes the verb
- identify the conjugated verb in the sentence
- question the verb tense
- identify the subject(s)
- determine number and person
- ensure agreement using the proper verb ending

(573) Verify noun or adjective agreement in certain cases:
- adding *x*
- changing *-al* and *-ail* to *-aux*

(581) Consult a reference grammar to verify verb endings for common tenses

(594) Ensure that visual supports clarify and reinforce the message

(605) Discuss the importance of a draft in the writing process

(625) Write a text to introduce a topic and develop a few supporting ideas

(626) Write a text to give directions or explain a simple procedure

(657) Write a narrative in which characters are described

(658) Write a short descriptive text with emphasis on the creation of images

Culture

(9) Share appreciation of works of youth literature by various authors
- establish relationships between own experiences and those of the characters
- compare own reality as a francophone with that portrayed in youth literature

(10) Using personal experience, discuss the linguistic and cultural reality of youth literature
- compare common expressions, conventional phrases and idioms used by the characters with those used in own environment
- observe the relationship between adults and children in youth literature and compare with own
- observe the socio-cultural environment in which the characters live and compare to own

(21) Discuss the cultural diversity of the francophone community
- identify regions in Alberta and Canada where francophone communities exist. Identify countries where French is recognized as an official language or a country where groups of inhabitants speak French. Target characteristics of francophones in other countries and compare with own country.

(34) Use a familiar echo imitation song to compose own songs

(35) Collaborate on a project that promotes the school
- recognize the unique character of the school. In a group, choose and carry out a project to highlight these characteristics (poster, song, newspaper article, play, etc.). Choose the most appropriate means to communicate message to target audience. Analyze the effects of such an experience in terms of the students' view of the school and the skills involved in carrying out such a project.

Oral Communication

Listening

(44) Solve problems being experienced in listening situations by using solutions already applied in previous listening situations
- recall previous listening experiences

- analyze potential solutions to overcome listening difficulties
- choose a solution that would solve the problem

(50) Make predictions about the content of an oral presentation from extraneous information given

- become familiar with information accompanying audio or audio visual material
- recall prior knowledge of the topic or story
- imagine what the content might be

(59) Recognize a lack of understanding and identify the cause. Then rectify the situation

- determine if what was heard makes sense
- identify the cause of the problem
  - lack of familiarity with vocabulary
  - lack of familiarity with the topic
  - distraction or daydreaming
  - pausing to reflect on a particularly interesting or important element
  - topic/subject too difficult
  - lack of interest in the activity
- identify and apply a solution
  - lack of familiarity with vocabulary
    - keep listening without stopping at an unfamiliar word
    - try to understand the word using the context
  - lack of familiarity with the topic
    - establish a relationship between what is heard and what was discussed during the planning phase
  - distraction
    - recognize the source of the distraction
    - re-establish concentration after a break
  - pausing to reflect on a particularly interesting or important element
    - use a key word to note the element and return to it later
  - subject too difficult
    - establish a relationship between what is heard and what was discussed during the planning phase
  - lack of interest
    - see how this activity fits in with the entire project
    - establish a relationship between new knowledge and what is already known about the topic

(89) Reflect on methods used to overcome a lack of understanding and verbalize these reflections

(100) Determine the speaker's intent

- identify what the speaker wants to say: describe his feeling about an event, take a position on a given topic, give information about the topic, etc.

(111) Use personal experience to respond to a topic by expressing preferences and opinions and justifying them

- express personal opinion using elements of the text and personal experiences

(118) Discuss how the media influences behaviour and ways of thinking

- make a list of media used and classify according to type of media (television, video tape, radio, magazine, video game, computer program, etc.)
- evaluate the time he spends with each
- observe the types of products he uses (i.e. recreational, informational, reflective, interactive, etc.)
- observe the influences these media have on his choices, lifestyle and attitudes
- share these observations

(129) Establish a relationship between the characters' feelings and their actions

(145) Share emotions and feelings elicited by a poem or song

- observe own reaction after listening to a poem or song
- identify the emotions and feelings that surface
- determine the reasons

Speaking

(155) Make use of word choice, examples, prosody and gestures to clarify his remarks

- observe the listeners
- note their reaction to the words and look for verbal and non-verbal cues that indicate a lack of understanding
- modify delivery or tone if necessary
- choose the best way to clarify a point
  - give examples
  - explain a word
  - compare the element that is posing a problem to something known
  - use more familiar words

(162) Evaluate participation in a discussion

- determine if behaviour contributed to the advancement of a discussion
- determine if the remarks made advanced the discussion
- target elements to improve participation
- find solutions to apply to similar situations

(167) Use proper etiquette and expressions when talking on the phone

- when initiating a call
- when answering a call

(182) Use proper words or expressions to offer or ask for service

(187) Use idiomatic expressions that require a certain amount of abstract thought (e.g. *donner sa langue au chat)*

(201) Talk about events or experiences related to the world of communication
- name the modes of communication he uses
- describe the discoveries made in the world of communication
- describe relationships made with others who use the same modes of communication
- describe what this mode of communication has done for him
- tell an anecdote or describe a particular instance related to the use of a particular means of communication

(208) Apply strategies already used to overcome difficulties in previous presentations
- recall previous experiences
- analyze potential solutions
- apply the most appropriate solution

(216) Use an outline or plan to organize a presentation
- recognize the advantages and limits of each
- identify needs in relation to the writing project (purpose, topic, audience)
- use the most appropriate means of organization

(229) Participate in the allocation of tasks
- review the communication project to establish which tasks are needed
- recognize the learning interests and needs of each member of the group
- allocate tasks considering individual strengths and the need to develop various skills in each member of the group

(244) Pay attention to pronunciation, articulation and tone
- recognize the importance of correct pronunciation, articulation and tone
- pay particular attention to the pronunciation of key words and words that may pose problems
- use appropriate intonation to convey doubt, insistence, emotion, feeling, etc.

(250) Respect the form of regular verbs in the simple tenses and ensure agreement with the subject

(278) Present reasons in support of personal decisions, opinions or reactions
- state decisions, opinions and reactions. Explain the circumstances of these thoughts or reactions (personal experience, reading, hypothesis, etc)

(285) Read a text with expression.

(293) Apply strategies already used to overcome difficulties in previous reading
- recall previous experiences
- analyze potential solutions
- choose a solution that allows for resolution of the problem

(303) Determine the relevance of a text to the reading project from such indicators as the title page, table of contents, chapter titles and index
- establish expectations with respect to the text
- survey the various parts of the text
- recognize that the cover page:
  - provides information such as the title, author, collection and publisher
  - sometimes provides information on the author and content of the book
  - presents an illustration which represents the text

- recognize that the table of contents:
  - indicates how the book is organized
  - indicates which aspects of the subject are covered
  - indicates where to locate certain information

- recognize that the chapter titles provide information on chapter content
- recognize that the index provides a list of the topics covered in the text
- decide whether or not the text is appropriate

(304) Formulate expectations with respect to the text
- target reading purpose
- target the aspects of a topic on which information is needed
- formulate questions that need to be answered or
- prepare to enter into the world of fiction

(305) Prepare to take notes to retain information
- evaluate the need for information based on the task
- list possible note-taking strategies
- recognize the usefulness of each of the following:
  - an outline organizes information in a logical order
  - concept mapping allows for definition of a concept
  - a web forms relationships between different aspects of a subject
- choose the most suitable method

(306) Predict the content of a text from clues provided by the organization of the text
- recognize that the structure of a text
  - represents the organization of information in the text
  - allows the reader to concentrate on important or relevant information

- recognize that clues to text structure (transition, organization) may be found in the text
- recall clues used to identify various types of texts
- identify clues provided by the title, topic or presentation (e.g. comparative tables, time lines)
- select text structure based on the clues

(327) Support comprehension by recalling knowledge of the structure of a comparative text

- use organizational clues to identify comparative texts
- reconstruct meaning by organizing the information in a way similar to that of the author

(328) Recognize a lack of understanding, identify the cause and take steps to rectify the situation

- recognize that what has been read is not clear
- identify the source of the problem
  - a new word or a word presented in a new context
  - inability to understand an idea, vague understanding, or a conflict with prior knowledge
  - inability to understand a sentence or the relationship between sentences
- identify a solution and apply it

(333) Use a diagram or web to organize information

- recognize the importance of organizing information to support comprehension and retention
- recognize that many forms of organization and note taking exist
- examine the necessity of organizing information
- choose the appropriate organizational strategy (structural diagram, concept mapping, webs, etc.)

(334) Use knowledge of prefixes and suffixes to understand an unfamiliar word

- recognize the part of the word that is known
- use the meaning of the affix (prefix or suffix) to make a hypothesis regarding the meaning of the word
- verify the meaning in context

(335) Use knowledge of word families to understand an unfamiliar word

- decode the new word
- use context and familiar words to make a hypothesis regarding the meaning of the word
- use knowledge of the word family to make a hypothesis regarding the meaning of the word

(368) Reconstruct the meaning of a message with the aid of a plan or diagram provided by the teacher
- identify the topic, recognize the various aspects of the topic as well as the subtopic, and establish relationships between the elements of information

(369) Discover the ways in which an author presents a fact or expresses an opinion
- find words and expressions that indicate the author's commitment to the subject

(386) Discuss the linguistic, technical and visual techniques used to convey a message in the media
- linguistic: key words, adjectives, adverbs, etc.
- technical: examples, repetition, comparison, slogans, personification
- visual: illustrations, graphics, relationships between objects, format
- discuss how this affects a person's perception of reality

(398) Establish a relationship between the illustration and the text in a comic strip
- tell how the image supports the text

(414) React to a text by indicating passages that elicit feelings, emotions, or memories
- be aware of the feelings, emotions and memories elicited by the story
- indicate the passages that elicit this reaction

(421) Give meaning to images in a poem
- indicate the words or groups of words that create the effect
- interpret these images based on personal experience.

Writing

(425) Apply strategies previously used to overcome difficulties in similar writing tasks
- recall previous writing experiences
- analyze potential solutions to writing problems
- choose a solution to the writing problem

(434) Participate in the allocation of tasks
- review the writing project to define the tasks
- recognize the individual interests and learning needs of each member of the group
- allocate tasks taking into account individual strengths and the need to develop various skills in each member of the group

(435) Select the final content and format of the writing project considering the interests and needs of the target audience as well as the purpose of communication

- determine the interests of the target audience (based on age, personal experience, knowledge of topic)
- determine the needs of the target audience (i.e. need to confirm what they already know, learn something new, compare opinions with others, be entertained)

(436) Use a diagram or plan to organize the writing project

- recognize the advantages and limits of each strategy
- determine the needs of the writing project based on the purpose of communication, topic, and audience
- use the most appropriate strategy

(459) Use prior planning, outline or notes to develop a written draft

(460) Consult with peers to clarify ideas

- target the reason for the consultation
- choose the person best able to answer questions
- analyze the result of the consultation
- do a follow-up

(470) Use proper terms for interrogative sentence, imperative sentence, question mark, hyphen, dash, past tense, simple future, homophone

(482) Verify the quantity of information needed to clarify a message

- verify that ideas used in the planning stage were used in the final written project
- determine if there are ideas to add
- make changes if necessary

(491) Verify chronological order and the order of facts

- reread the text questioning the order or sequence of events
- eliminate or move facts or events that do not respect the order
- add ideas or facts that will enhance the sequence of events or facts

(500) Verify the construction of interrogative and imperative sentences

- recognize the roles of interrogative and imperative sentences
- identify interrogative sentences in the text
  - verify word order
- identify imperative sentences
  - verify the necessary presence of a verb
  - verify the position of the pronoun complement, if necessary
- make changes if necessary

(505)	Verify the construction of negative sentences - identify negative sentences - verify the presence of the two expressions that indicate negation - verify word order - move words around if necessary
(533)	Use comparisons to enrich a text or make it more precise - recognize the role of comparison - read the text to determine whether comparisons are needed to enrich it or make certain words or passages more precise - make appropriate changes in the text - reread the modified text to verify whether it accurately conveys the thought in mind
(556)	Verify the spelling of homophones using spelling strategies and mnemonic devices - e.g. *mon* and *m'ont*
(560)	Verify the agreement of regular verbs in simple future tense when the subject precedes the verb - identify the conjugated verb in the sentence - identify past participles used without an auxiliary accompanying collective nouns - identify the subject(s) - verify number and person - ensure agreement using the proper ending
(574)	Verify the agreement of regular feminine adjectives - double final consonants - change *–er* to *ère*, *-eur* to *–euse*, etc.
(575)	Verify the infinitive form of the second verb in the verb + verb sequence - identify conjugated verbs followed by a second verb - ensure that the second verb is in the infinitive form
(582)	Consult an intermediate dictionary to find synonyms and antonyms
(595)	Ensure that the final presentation of a text is neat and appropriate to the writing task
(606)	Discuss the relevance of the outline, plan and notes as organizational tools for the writing project
(627)	Write a text including a concluding sentence that gives a general impression of the topic
(628)	Write a text comparing various aspects of a topic

(629) Write a text expressing emotions, interests and opinions and giving reasons for them

(630) Write a personal letter

(659) Write a narrative with more than one event

Culture

(11) Discuss own choice of adolescent literature

- describe what constitutes a good work of adolescent literature and what he (the student) looks for in a good literary work
- present a work, an author or a collection that meets these criteria

(12) Share appreciation of a popular song

- describe what constitutes a good song
- offer own opinion of the messages conveyed by songs and videos
- present favorite composers, performers and themes of popular music

(36) Collaborate on a project that helps students become familiar with francophone media, services and cultural products in their region

- prepare a group list of media, services and cultural products available in the region. Examine their role and importance in the development of the community. Choose one or more media/services/cultural products that might benefit from special promotion to youth in the school and people in the area. Choose a project that could promote these media/services/products. Choose the most appropriate means for communicating the message to the target audience. Analyze the effects of such an experience in terms of the students' view of the community as well as the skill development involved in carrying out such a project with one's peers

Oral Communication

Listening

(51) Make predictions about the content of an oral presentation based on knowledge about the performer, author, presenter or broadcaster

- recall what is known about the style, common topics, and peoples' opinions of the person in question
- imagine what the content might be

(52) Make predictions about the organization of content based on the structure of the speech

- recognize that the structure of a text represents the organization of information and permits the listener to concentrate and better understand and retain important information

- recall the clues that help to identify the structures of the speech
- identify the clues provided by the title, announcement of the topic, accompanying material, presenter, etc.
- select the text structure most closely related to the clues identified

(71) Use knowledge of the text structure to support understanding and retain information

- identify textual cues (transitions which indicate the organization of content)
- associate them with a text structure
- use the text structure to organize information

(101) Reconstruct the meaning of a message using an outline or diagram provided by the teacher

- identify the topic, recognize the main idea and minor details and establish links between the two

(113) Discuss the linguistic, technical and visual methods used by a speaker to convey a message

- identify the various methods
  - linguistic: examples, repetition, comparison
  - technical: slogans, persuasion
  - visual: illustrations, graphics, imitations, mime or gestures
- share observations

(130) Determine the relationships between the different characters in a narrative

- make a list of characters who have an direct influence on the main character and describe their relationship to the main character

(138) React to an oral presentation by sharing own feelings or opinions about the relationships between the characters

- determine the relationship between the characters (protagonist or antagonist). Be aware of personal reaction toward these relationships. Express own opinion and feelings considering personal experience or passages in the text.

Speaking

(156) Resume speech after an interruption

- express the fact that there was an interruption
- use a common expression that allows resumption of the conversation while showing respect for others

(168) Use common expressions to resume speech

- e.g. Est-*ce que je peux terminer? Je n'avais pas fini de donner mon idée. - Est-ce que je peux continuer?*

(183) Use proper expressions to establish relationships such as cause and effect, manner, objective and time
- use appropriate transitions (e.g. *parce que, ainsi, donc*)

(192) Understand humor created by context, shift in meaning, pun, and use of the literal sense for the figurative sense

(202) Talk about events or experiences involving changes in freedom or responsibilities
- compare junior high responsibilities to elementary
- describe current responsibilities
- describe feelings since entering secondary school
- describe feelings toward the increase in responsibilities
- describe feelings when refused permission

(215) Select the content of a presentation based on the interests and needs of the target audience
- determine the interests of the target audience, considering age, previous experience and prior knowledge
- choose those ideas which are likely to interest him the most
- identify the needs of the target audience (i.e. confirm what it already knows or needs to know more about, challenge opinions, be entertained)
- choose those ideas which are likely to best meet those needs

(217) Select the text structure most appropriate to the purpose of communication
- recognize that the structures represent the organization of information and that this organization is directly related to the purpose of communication
- identify those structures that are most appropriate to the purpose of communication
- plan to use structural (organizational) cues

(218) Organize the information in an outline that includes an introduction, development and conclusion
- prepare an introduction that introduces the subject
- consider purpose when sequencing details
- prepare a conclusion that gives an overall impression of the topic

(219) Annotate the outline and use it as a memory aid
- analyze factors that could affect ease of presentation, such as familiarity with the topic, vocabulary, complexity of topic, interest in topic, solo or partner/group presentation
- evaluate the necessity to add notes
- establish points of reference for consultation if necessary
  - underline essential parts
  - use small, removable tape notes in various colors, etc.

(245) Use own notes or outline as a memory aid
- consult outline or notes to assist in following the order of the presentation
- use notes to cite the author or quote statistics correctly

(251) Respect the form of pronominal verbs in regular cases
- e.g. *Je me brosse les dents* not *Je brosse mes dents*

(257) Use transitions between sentences

(269) Describe a phenomenon by establishing cause and effect
- name the phenomenon, describe it with facts, establish known or probable causes using transitions to explain cause and terms to express probability

(289) Tell a story that includes a moral

Reading

(310) Consider purpose when determining how a text should be read
- recognize the purpose of each type of reading
  - survey: read quickly to find a word, a category of words, specific information, or to get a general impression of the text
  - selective reading: read a selected passage after surveying the text
  - detailed reading: read carefully to retain information
  - read the introduction and the conclusion: read to get a general impression of the text
  - recognize the objective of each type of reading
  - choose the type of reading that will achieve the objective

(329) Use knowledge of cause and effect or problem and solution texts to support understanding
- use textual cues to identify structure
- recall the meaning of the text by organizing information in the same manner as the author

(336) Modify reading strategy while reading
- recognize the objectives of each reading strategy
- target purpose of reading
- choose strategy that best suits the purpose
- recognize cues to the required information
- adjust reading strategy as necessary

(337) Determine the implicit main idea of a text
- find the topic of a paragraph
- select the essential details

- write a sentence including the topic and essential information
- determine if other sentences in the text relate to the main idea and provide examples or details. If not, repeat the process

(370) Determine the implicit main ideas of each paragraph of a text
- write one sentence that summarizes the main idea of each paragraph

(371) Determine the causes of a phenomenon or the proposed solutions to a problem
- name the phenomenon, list the possible causes and establish relationships between items of information, or
- describe the problem, describe the possible solution(s) and establish relationships between items of information

(399) Determine the relationship between characters in a narrative
- make a list of characters who influence the main character
- describe their relationship to the main character and to each other

(400) Establish relationships between the characters and their actions
- determine the physical and psychological characteristics of the characters and explain how these characteristics influence their actions

(415) Respond to the dynamics of the relationships between characters based on personal experience
- be aware of own reaction to the dynamics between the characters and their actions
- explain reaction considering personal experience and passages in the text

Writing

(437) Select the final format and content of a writing project considering the target audience's familiarity with the topic and vocabulary
- determine the needs of the target audience
- be familiar with the target audience's level of background knowledge of the topic (i.e. minimal, general or extensive)
- determine the type of terms to use (i.e. general, specific or technical)
- establish a relationship between the audience's familiarity with the topic, topic-related vocabulary, and the identified needs of the audience
- use the most suitable means of presentation to convey the message efficiently (i.e. illustrations, graphics, fonts, examples, comparisons)

(438) Choose the text structures best suited to the purpose of communication
- recognize that each text structure represents a particular way of organizing information
- target the purpose of communication

- determine the appropriate structures to use
- develop a list of transitions that could be used to organize the text, or find a reference source
- organize the text based on the structures chosen

(439) Organize the writing project using an outline with an introduction, development and conclusion
- decide on a specific topic
- select elements of the topic to discuss
- prepare an introduction that clearly introduces the topic
- develop a sequence of details considering the text structure and purpose of communication
- prepare a conclusion providing a general impression of the topic

(461) Note questions about grammatical spelling
- use symbols to mark the rules in question (i.e. verb agreement, endings) for verification later

(462) Note questions about the organization of ideas in a paragraph
- use symbols to identify ideas that appear to be unrelated to the topic of the paragraph

(471) Use proper terms for apostrophe, colon, quotation marks, imperative, present conditional, subjunctive, direct object, indirect object, noun complement, preposition

(487) Review elements that appeared problematic during editing
- identify the nature of the problem using the symbols from the writing stage
- look for solutions by rereading the text in part or in full, or consulting reference works, peers or an expert
- apply the solution that appears the most appropriate
- verify whether the solution helped solve the problem

(492) Verify the development of an idea within a paragraph
- recognize the role of a paragraph
- verify that the main idea is explicit
- verify that the details and examples are related to the main idea
- eliminate those that are unrelated
- verify that the order of ideas is logical or chronological
- reorganize if necessary

(493) Verify coherence ensuring a relationship between the introduction, development and conclusion; by rereading the text and referring to the outline:
- verify that the introduction clearly introduces the topic
- verify that each paragraph deals with a particular aspect of the main idea and that it is well-organized
- verify that the conclusion gives a general impression of the topic

- verify the order of the paragraphs and make any necessary changes

(506) Verify the position of a personal pronoun complement in a declarative or interrogatory sentence in the simple tenses
- identify the personal pronoun complement
- verify whether the personal pronoun is between the subject and the verb
- make any necessary changes

(514) Verify the use of the present subjunctive in common expressions such as *il faut que*, *j'aimerais que*, *je ne crois pas que*, and *veux-tu que*
- recognize that the subjunctive indicates an action in thought rather than in fact
- identify common expressions requiring use of the subjunctive
- verify proper use of the subjunctive
- use correct spelling for the root and ending of verbs in the subjunctive

(522) Verify use of the hyphen to link the verb and personal pronoun in an interrogative sentence

(523) Verify the use of the apostrophe in elision

(540) Modify a text to ensure sequencing of ideas by combining sentences
- identify sentences that contain only one clause
- determine whether each of these can be combined with a preceding or subsequent sentence
- examine the type of relationship that can be established between the two sentences
- use an appropriate relative pronoun or transition
- verify coherence and verb tense
- reread modified text to verify if it conveys the thought
- verify punctuation

(557) Verify the spelling of words, which resemble English words (e.g. *adresse*, *gouvernement*)

(561) Verify agreement of past participles used without an auxiliary verb
- identify modified collective nouns
- identify past participles used without the auxiliary
- verify gender and number of each modified noun
- ensure agreement of these past participles and the nouns to which they relate

(562) Verify agreement of past participles used with the auxiliary verb *être* or a static verb
- identify past participles used with the auxiliary verb *être* or a static verb (e.g. *sembler, devenir, paraître*, etc.)
- identify the subject(s)
- ensure agreement with the subject in gender and number

(563) Verify agreement of verbs and subject in the present conditional and verbs and implied subject in the present imperative
- identify the conjugated verb in the sentence
- question verb tense
- identify present and implied subject(s)
- question number and person
- ensure agreement using the appropriate ending

(583) Consult an intermediate dictionary to find various definitions of a word

(596) Ensure that the text is divided into proper paragraphs

(607) Evaluate own ability to verify spelling in a text

(631) Write a text with an introduction, development and conclusion

(632) Write a text identifying a cause and effect relationship

(633) Write a text identifying a problem and proposing solutions

(660) Write a narrative establishing a relationship between the characters' feelings and their actions

Culture

(13) Discuss passages from adolescent literature that were particularly interesting or that evoked an emotion

- become aware of feelings, emotions or memories evoked by reading a work for adolescents
- identify passages that arouse a particular interest or emotion.
- explain the reasons for such a reaction

(22) Discuss the influence of peers and surroundings in the development of the francophone identity

- observe the influence of peers and surroundings on personal choice of music, videos and reading material as well as participation in francophone sociocultural activities.
- observe own reactions to comments by peers and adults.
- share these observations

(37) Collaborate on a cultural entertainment project

- make a group list of francophone cultural activities at school or in the community during the year.
- choose a cultural event in which the group would like to participate and a project that would fit in with this event (i.e. song, skit, play, musical number, sports activities, volunteer work, etc.)
- present a project proposal to the event coordinators
- complete the project and present it at the cultural event
- analyze the experience in terms of a francophone student's role in the community and the skills required to carry out such a group project

Oral Communication

Listening

(68) Use linguistic skills acquired in another language

- establish relationships between words that have common or different meanings in another language
- establish relationships between how a message is organized in French and how it is organized in another language

(72) Use cues from speech to distinguish fact from opinion

- recognize that facts can be verified

- recognize that certain words and expressions signify neutrality and others signify subjectivity
- identify indicators of neutrality and subjectivity
- use these indicators to distinguish fact from opinion

(80) Adopt behaviors and attitudes that facilitate listening

- be aware of own attitude toward a topic or speaker
- review those aspects that add value to the task
- determine if own attitude permits effective listening
- modify attitude if necessary

(102) Distinguish between essential and incidental information

- determine the main idea and the ideas that are essential to understanding the message as opposed to those which simply add detail

Speaking

(119) Discuss the influence of advertising on the perception of self and others

- be aware of advertising
- determine the most important elements of advertising
- observe the image it presents of adults, youth and the world in general
- observe own reactions after viewing or listening to advertising
- share observations

(131) Establish a relationship between the character traits of the main characters and the action in the story

- determine the physical and psychological characteristics of the main characters and explain how these characteristics influence their actions

(139) React to an oral presentation by sharing personal feelings, opinions or emotions evoked by certain passages or scenes

- observe own reactions during a viewing or listening activity. Identify the passages that elicit a particular reaction. Express opinion. Use personal experience to explain feeling, emotion or reaction.

(146) Discuss the relationship between the lyrics, music and structure of a song

- determine the message of a song and describe how the choice of music helps convey the message
- determine how the structure of the song (use of couplets, repetition, turns of phrase, etc.) complements the words and music

(157) Use various methods to include participants in a discussion

- summarize main points for a newcomer
- encourage a person to speak by asking a question, repeating his words, and asking him to elaborate on a point

(169) Use common expressions to express an opinion (e.g. *À mon avis..., Selon moi..., Je pense que, etc.)*

(188) Use idiomatic expressions that describe mood, attitude or interpersonal relations (e.g. *avoir les nerfs en boule, avoir les bleus, tomber sur les nerfs de quelqu'un,* etc.)

(203) Talk about events or experiences involving interpersonal relations between youth of his own age
- describe perception of own life and the people around him
- describe privileges and responsibilities that are part of his daily life
- describe how he feels with youth of his own age
- describe how he is the same or different from youth of his own age

(221) Use appropriate means to remedy a lack of understanding in the target audience
- identify those passages that could pose problems because of the degree of abstraction or the target audience's lack of familiarity with the topic or vocabulary
- choose the most appropriate methods to support the audience's comprehension;
- emphasize important information with repetition, tone, volume and gestures
- give examples and make analogies
- compare new information with what is known
- use illustrations, graphics and demonstrations

(230) Make necessary changes in the choice and organization of the content of a presentation
- recognize the passages that can be improved
- decide on changes to be made
- take the necessary steps

(243) Use certain methods to remedy a lack of understanding
- observe the audience's reactions
- use methods to remedy the lack of understanding

(252) Use the present subjunctive as required (e.g. *il faut que..., j'aimerais que..., veux-tu que...?*)

(258) Use personal pronouns as complements in common cases
- respect proper sequences
  - subject pronoun + complement pronoun + verb
  - verb in the imperative + complement pronoun

(263) Recognize and correct the most common syntactic anglicisms
- e.g. *siéger sur un comité, être intéressé dans quelque chose*

- recognize that certain sentence structures have been copied from the English language
- verify whether the sentence structure respects the rules of the English language
- reformulate if necessary

(270) Present a situation by stating the problem and proposing solutions
- identify the problem
- use facts to describe the problem and give examples
- list possible causes

(283) Improvise in a given situation

Reading

(307) Plan a way to annotate texts or take notes
- evaluate the need for information given the task to be accomplished
- recognize the usefulness of each method of note taking
- choose the most suitable method (i.e. highlighting, writing in the margin)
- write important information in telegraphic style using an organized plan or structural diagram
- adopt a code to indicate time, actions, presence of characters and their physical or psychological traits, etc.

(338) Use textual cues to distinguish fact from opinion
- recognize that facts can be verified
- recognize that certain words and expressions signify objectivity and subjectivity
- identify cues that distinguish objectivity and subjectivity
- use cues to distinguish fact from opinion

(339) Use reading abilities acquired in another language to support comprehension
- recognize a lack of understanding
- establish a relationship between words that have similar or different meanings in each language
- establish a relationship between similar or different sentence structures in each language
- establish a relationship between how information is organized in similar types of messages in French and other languages

(340) Use note taking or annotation to support understanding and to retain information
- determine the necessity to take notes
- use a highlighter to emphasize important information (main ideas)
- write the topic of the paragraph in the margin
- note important information in an outline, etc.

(341) Use knowledge of the organization of a descriptive text to support understanding
- recognize the announcement of the topic from the description at the beginning of the text
- determine the sequence in the description of events in the text
- establish relationships between different items of information

(350) Use knowledge of the methods of descriptive texts to support understanding
- observe the continuity and progression that ensures coherence
- observe the addition of a passage from a different type of text to elicit a particular interest (i.e. increased credibility, better context, etc.)
- observe the addition of direct or indirect discourse
- use the information gathered to reconstruct the meaning of the text

(372) Distinguish essential information from superfluous information and minor details
- identify the main idea
- distinguish the difference between ideas that are essential to understanding of the message from those that provide supplementary details

(373) Distinguish fact from opinion
- distinguish between ideas that can be proven beyond all doubt from those that represent a reaction or opinion

(374) Analyze the methods used in a descriptive text
- determine the methods used by the author and explain their effectiveness in the text

(401) Identify the parts of a text that create verisimilitude, suspense, exaggeration and flashback
- identify the passages where the author has tried to create these effects
- identify the techniques used (i.e. description, flashback, caricature, choice of a particular lexical field, etc.)

(416) Respond to various passages that elicit a particular interest based on personal experience

(422) Evaluate the impact of certain effects such as the association of ideas, images, words and sounds in poetry
- identify the techniques that create particular effects
- describe their significance in the creation of the poetic universe

(440) Select the content and final presentation of a writing project considering the reading context of the target audience
- determine the context in which the text will be read
  - place (school library, reading corner, corridor, etc.)
  - time the audience will have to read the text
- keep only the most appropriate information given the context (i.e. essential information and details, as opposed to additional information which is interesting but superfluous)

(463) Question the structure of a sentence in whole or in part
- use a code to identify sentences or phrases with troublesome syntax in order to review them during editing

(472) Use proper terminology for conjunctions, possessive and demonstrative pronouns, prepositions, brackets, dashes, incidental clauses, main clauses and subordinate clauses

(484) Verify how ideas are formulated given the format of the presentation
- reread the text considering the purpose of communication and the format of the text
- make necessary changes

(494) Verify the organization of ideas given the text structure chosen
- reread each paragraph referring to the plan or text structure
- verify that the main idea is explicit
- verify that the relationships between ideas are explicit, and examine transitions within and between sentences
- verify paragraphing
- make necessary changes

(495) Verify the effectiveness of the methods used in a descriptive text

(507) Verify the position of personal pronoun as complements in declarative and interrogative sentences in compound tenses
- identify the personal pronoun complements
- verify if the personal pronoun is placed between the subject and auxiliary verb
- move words around if necessary

(510) Verify the relationship between possessive or demonstrative pronouns and the nouns they replace to ensure coherence
- identify possessive and demonstrative pronouns in the text
- verify the gender and number of the nouns they replace
- ensure agreement

(516) Verify the sequence of verb tenses with the conjunction *si* in common cases such as:

- *si* + present + simple future
- *si* + imperfect + present conditional
- identify conjunctions introducing a hypothetical clause
- identify the main and subordinate clauses
- observe verb tense in the subordinate clause containing the conjunction *si*
- ensure proper verb sequence
  - *si* + subordinate clause (present tense) + main clause (future tense)
  - *si* + subordinate clause (past imperfect) + main clause (present conditional)
- spell the verbs correctly

(524) Verify punctuation in monologues and dialogues (i.e. colons, quotation marks, dashes, commas)

- identify dialogues and indirect quotations
- verify the use of appropriate punctuation (colon to announce indirect quotations, quotation marks to frame spoken words, dashes to show a change of speaker, commas to separate an incidental clause)
- verify the use of capital letters following open quotation marks and dashes
- make necessary changes

(534) Use comparatives and superlatives to modify a text and enrich it or make it more precise

- recognize the role of comparatives and superlatives
- recognize that some comparatives indicate equality, superiority and inferiority and some indicate superiority or inferiority
- read the text to decide on the relevance of adding this type of comparison for certain words or passages
- make the most appropriate changes
- reread the modified part to verify that it conveys the intended thought

(541) Make a text more precise by adding or deleting sentences or clauses

- identify parts of the text that may be confusing or parts that have been identified as problematic by a peer
- examine the possibility of adding or deleting one or more sentences or clauses
- make the most appropriate changes
- reread the modified part to verify if it conveys the intended thought
- verify if the addition or deletion has affected the quality of the sentence structure
- add transition or modify punctuation if necessary

(546) Recognize and correct the most common semantic anglicisms

- recognize that certain words common to both the French and English languages have different meanings (false cognates)

- identify words that exist in both languages but have particular meanings in each
- verify if the meaning of the word renders the idea accurately
- consult a reference work if in doubt
- make the necessary changes

(564) Verify verb agreement when the subject is followed by an apposition or the subject is "qui"

- identify conjugated verbs in the sentence
- check the tense of each verb
- identify the subject(s)
  - if the verb is separated from the subject by an apposition, disregard the apposition;
  - if the subject is *qui*, substitute the noun(s) it replaces
- check the number and person of the verbs
- ensure agreement by using the appropriate verb ending

(584) Consult a reference to verify the spelling of conjugated verbs in their common tenses and modes

(597) Ensure that the visual elements of a formatted text (e.g. font, placement of illustrations and graphics) are appropriate

(608) Evaluate own ability to organize a text

(634) Write a factual text emphasizing the relationships between the various items of information

(635) Write a descriptive text

(636) Write a formal letter such as an information request using basic letter format (date, form of address, and signature)

(661) Write a narrative establishing the dynamics between the main and minor characters and their actions or developing dynamics between the characters

(662) Write a descriptive text using imagery to evoke feelings and emotions

Culture

(14) Discuss the realities represented in the works of contemporary Canadian authors
- target lifestyle characteristics (socio-cultural, economic, and political) of film, video, song or novel characters
- compare works by various contemporary Canadian authors
- compare with the reality of own life

(23) Discuss the richness of various regional French Canadian expressions
- gather words or expressions from immediate area and observe the way people express certain realities
- make hypotheses as to the origin of various words and expressions
- identify the groups/regions sharing this way of naming certain realities of their environment

(24) Discuss the importance of various francophone services in own area
- list the services offered in French in the region in order of priority, noting whether they are used on a regular or occasional basis
- imagine the impact of the disappearance of these services on family, school or community activities
- share observations

(38) Be assertive with peers and adults
- give point of view on a topic relating to own personal development, school and social life

Oral Communication

Listening

(55) Examine all factors that influence listening skills
- consider the following factors
  - • duration of speech
  - • type of speech
  - • familiarity with the topic and vocabulary
    - possibility of listening to or looking at the document again
    - possibility of asking questions and interacting
    - possibility of having a frame of reference for taking notes
  - • the task at hand
    - familiarity with the task
    - conditions for completion

    - time required for completion
- evaluate their impact on the listening situation and take the necessary steps to overcome difficulties

(73) Question prior knowledge to support comprehension
- recognize that prior knowledge can be the cause of a lack of understanding
- identify new information that caused the problem
- make new hypotheses based on the new information
- validate new hypotheses using context
- replace erroneous information with new information
- continue reconstructing the meaning of the text given the new knowledge

(81) Note points where clarification is needed
- note that what was heard does not agree with expectations or is not clear
- note, using telegraphic style, which information was posing a problem

(90) Reflect on own commitment and perseverance with respect to a listening task (value, requirements and ability to monitor the task)

(103) Identify implicit main ideas
- use supporting ideas to summarize main idea in one sentence for each paragraph

(104) Distinguish fact from opinion
- identify examples of statements that can be proven (facts) and statements resulting from a reaction to a fact (opinion)

(120) Discuss the impact of violence in the media
- define violence, how it manifests itself, against whom
- observe implicit indicators of violence
- evaluate the impact of violence on own way of thinking and acting and on other people in general
- share these thoughts

(140) Respond to an oral presentation by establishing a relationship between the socio-cultural context and own context
- determine the characteristics of the milieu (social group, language, beliefs, rules of social interaction)
- compare this sociocultural world to own (feelings, opinions, beliefs, etc.)

Speaking

(158) Use various methods to focus a discussion

- recognize that the group has gone off topic
- urge participants to get back on topic
- summarize
- limit the area of discussion
- evaluate the comments

(170) Use common expressions to bring a participant into a discussion (e.g. *Et toi, qu'est-ce que tu en penses?*)

(193) Understand humour created by contrast and hyperbole

(204) Talk about events or experiences involving interpersonal relations with adults

- describe own perception of the adult world
- compare own life experience with that of an adult
- describe what both adults and youth should do to establish and maintain good relationships

(222) Consider various methods to attract and maintain the attention of the target audience

- identify passages in which special effects might be used
- use statistics, quotes, anecdotes, etc.
- use strategic pauses
- vary voice volume, word flow, etc.

(231) Make necessary changes to vocabulary and sentence structure after practising

- practise
- recognize passages that need improvement
- decide which changes should be made
- make necessary changes

(233) Make changes in a description after discussion or consultation with experts or reference works

(244) Use various methods to attract and maintain the interest of the audience

- observe the reactions of the target audience
- use statistics, quotes, anecdotes
- use strategic pauses
- use expressions and emphasis
- alter voice
- ensure coherence

(253) Respect agreement of verb tenses in common cases
- *si* + present = simple future
- *si* + imperfect = present conditional

(263) Recognize and correct the most common syntactic anglicisms

(271) Describe a reality (person, thing, situation, action, event) from a personal perspective
- name the reality
- express point of view (commitment)
- give reasons for point of view
- support point of view with facts or examples

(272) Describe a reality with objectivity
- name the reality precisely (a person, an object, a situation, an action, an event, etc.)
- state point of view (create distance) and ensure that it is constant
- present details using a neutral tone
- conclude by restating the topic in a different form and establishing relationships between the various aspects covered

(290) Tell a story that includes dramatic, humorous and suspenseful elements

Reading

(311) Examine various factors that influence reading
- analyze the impact of the following:
  - length of text and the time required to read it
  - familiarity with the topic and the possibility of assistance
  - familiarity with the task and the strategies required to complete it
  - complexity of the task and the steps to be followed
  - time available
- assess the impact of these factors on the reading situation and take the necessary steps

(312) Support comprehension by learning about the author, topic and the socio-cultural and historical context of the text
- evaluate the need to learn more about a particular area based on familiarity with the topic and previous reading experiences
- find the most appropriate reference sources (background reading, resource persons)
- gather relevant information

(342) Support comprehension by questioning prior knowledge
- recognize that prior knowledge can be the cause of a lack of understanding
- identify new information that causes a problem

- make new hypotheses based on the new information
- validate new hypotheses using context
- replace erroneous information with new information
- continue reconstructing the meaning of the text given new knowledge

(343) Use various reference sources to support comprehension

- identify the cause of the lack of understanding (inadequate context or insufficient background information)
- choose the best reference source to remedy the situation (dictionary, encyclopaedia, resource person, etc.)

(375) Categorize information in a text

- determine major information categories based on one or more common characteristics and classify information accordingly

(376) Determine methods used by an author to convey a message

- identify words and expressions that create images or elicit feelings and reactions, etc.
- describe the importance of illustrations, graphics, legends, statistics, quotes, etc.
- describe the importance of dialogue, direct style, etc.

(387) Evaluate the clarity of a message considering the choice of vocabulary and organization of information

- analyze the choice of vocabulary and organization of the text considering the author's purpose, the audience's familiarity with the subject, complexity of the subject, etc.

(402) Identify descriptive passages in a text and determine their role and interest

- recognize descriptive passages in a narrative
- explain their role in the creation of a narrative (impression of verisimilitude, suspense, familiarity with places and characters, etc.)

(417) Respond to the physical and psychological characteristics of the characters based on personal experience

- become aware of own reaction to the physical and psychological characteristics of one or more characters
- find the reasons for this reaction based on personal experience
- identify the passages that explain this reaction

(441) Consult various reference works to explore the topic of a writing project
- determine information needs
- determine the relevance of various works (to broaden the topic, verify information from another reference source, gather various points of view)
- take the necessary steps based on information needs

(442) Establish a plan that takes into account the task at hand, requirements of the final product, timeline and resources available
- determine the characteristics of the task
- be aware of own interest and knowledge of the topic
- obtain information on minimal content requirements, working conditions (individual or in pairs), final product format, (manuscript, skit, video recording, audio recording) and due date, or
- participate in the development of production criteria
- select final product format considering the purpose of communication and time frame
- become familiar with resources available (reference works, resource persons, equipment, presentation room)
- establish a time line for completion

(443) Determine the techniques most appropriate for the topic of a descriptive text
- recognize the role of each technique (insertion of descriptive or argumentative passages, direct or indirect discourse, progression in time or space, etc.)
- use the techniques considered best suited to development of the topic and needs of the target audience

(473) Use proper terminology for apostrophe, apposition and circumstantial complement

(483) Verify the quality, relevance and quantity of reference information based on the topic and purpose of communication
- verify that the text presents new ideas on the topic
- establish relationships between the developments and the topic
- eliminate any irrelevant information
- add information that will help the reader better understand the developments and the topic in general
- consult other reference works if necessary

(508) Verify the position of the personal pronoun as complement in an imperative sentence
- identify the personal pronoun as complement
- verify whether it is placed after the verb or joined by a hyphen
- make the necessary changes

(525) Verify the use of a comma after a word or group of words indicating a circumstance
- identify the word or group of words indicating a circumstance
- isolate it with commas if it is anywhere other than at the end of a sentence

(526) Verify the use of a comma to isolate a word or group of words in an apostrophe
- recognize that the word or group of words in an apostrophe refer directly to the person or animal being addressed
- identify the word or group of words that should be separated from the other parts of the sentence
- use a comma after the word or group of words to set it off from the rest of the sentence, or before and after the group of words if it is in the middle in the sentence

(527) Verify the use of a comma to set off groups of words in apposition
- recognize that the group of words placed near a noun or pronoun serve to specify meaning, add a qualification or situate it
- identify groups of words which should be separated from other parts of the sentence
- use a comma before and after the group of words to set it off from the rest of the sentence

(535) Use periphrasis to enrich a text or make it more precise
- recognize the role of periphrasis
- read the text to determine the need to add periphrasis to enrich or clarify certain words or passages
- make the most appropriate modifications
- reread to verify

(547) Recognize and correct the most common syntactic anglicisms
- identify those sentences that are copied from structures in the English language
- consult a reference work if in doubt
- make necessary changes

(565) Verify the agreement of past participle accompanied by the verb *avoir* in common cases
- identify sentences containing past participles with the auxiliary *avoir*
- determine whether there is a direct object
- determine the position of the direct object in relation to the verb
- ensure agreement of the past participle in gender and number if it is placed before the verb

(566) Verify verb agreement in sentences containing compound subjects
- identify the conjugated verb in the sentence
- identify verb tense

- identify the subjects
- identify the number and gender of the pronouns
- apply the appropriate rule

(585) Consult a general dictionary for synonyms, antonyms and usage

(586) Consult a thesaurus

(598) Verify the relevance of text organizers such as the title and subtitle of a text

(609) Evaluate own ability to use several reference sources to find information

(610) Evaluate own ability to develop an outline or plan

(637) Write a coherent text presenting a personal viewpoint

(638) Write a text on a controversial topic demonstrating objectivity with the use of examples and references

(639) Write an official letter of protest, complaint, thank you or support using proper letter format (including proper style of address, etc.)

(663) Write a narrative using flashback with added dramatic, humorous or suspenseful effects

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